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ABSTRACT

An annotated bibliography on student evaluation of faculty performance, compiled from ERIC files dating between 1976 and 1978, is presented. Approximately 280 items are included. Although much of the annotation has been taken from the ERIC abstract, in some few cases the author has added additional comments, and in many cases the abstract has been shortened. Each entry lists the author, title, publication it appeared in, date of publication, number of pages, and two ERIC file numbers. (SW)

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Annotated Bibliography of
ERIC Reports Concerning Student
Evaluation of Faculty Performance
1974 to 1978

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Introduction

Much has been written and said pro and con concerning the evaluation of faculty by students. The following bibliography was compiled from ERIC files dating between 1976 and 1978. Much of the annotation has been taken from the ERIC abstract. In some few cases the author has added additional comments. In many cases the abstract has been shortened. By providing such a bibliography, the author hopes to shorten the search time for other researchers of this topic.

The descriptors used were:

Faculty Evaluation

Teacher Evaluation

and Student Evaluation of Teacher Performance

The following annotated bibliography is in alphabetic order by author.

Each entry lists the author, title, publication it appeared in, date of publication, number of pages, and two ERIC file numbers.

Abrami, Philip C. And Others
The Generalizability of Student
Ratings of Instruction.

ERIC: ED139832
ERIC: TM006325

Apr. 77 14p.; Paper presented at the Annual
Meeting of the American Educational Research
Association (61st, New York, New York, April 4-8, 1977)

Studies of teacher rating from (TRF) generalizability have focused primarily on two classes of variables: Student characteristics and teacher characteristics. Since the goal of most TRF researchers is to show that TRF scores correlate with teacher-produced student achievement, a suitable generalizability study would investigate the relationship between student or teacher characteristics and the correlation between TRF scores and achievement scores. A TRF can only be considered generalizable if the validity coefficient is unaffected by student or teacher characteristics. Since researchers have not studied the generalizability of TRFs is still an open question

Akin, Nancy A.; and Others
Teacher Evaluation
Lutheran Education, 112, 5, 251-57
May-Jun 77

ERIC: EJ166859
ERIC: SP506095

The educational philosophy and general principles underlying the concept of teacher evaluation are discussed and suggestions made for objectives and procedures assuring a well-planned, fair, and constructive evaluation process.

Aleamoni, Lawrence M.
The Usefulness of Student Evaluations
in Improving College Teaching

ERIC: J189076
ERIC: IR505484

This study was designed to assess the effects on faculty performance of a combination of feedback and personal consultations using college student evaluations.

Where They Not Only Evaluate Teachers,
They Actually Help the Good Ones and
Get Rid of the Bad Ones
American School Board Journal, 163, 10, 19-21 Oct. 76

ERIC: EJ146467
ERIC: EA507596

Describes a teacher "remediation" plan created by the superintendent and the local teacher union.

Anderson, Rolph E.; And Others
Cognitive Consistency Theory and
Student Evaluation of Teacher Effectiveness
Journal of Experimental Education, 44, 2,
64-70 W 75

ERIC: EJ144070
ERIC: AA523281

The objectives of this paper are to briefly critique faculty rating questionnaires, review some of the latest findings on their use, and present the results of an empirical study testing the theory of cognitive consistency as a predictor of student evaluations of college teachers.

Anderson, William W.
Focus on Measurement and Evaluation--
"Really Good" Teachers: How to Find
Out Who They Are
Reading World, 16, 3, 213-8 Mar

ERIC: EJ158658
ERIC: CS710404

Measurement of teacher effectiveness in reading pedagogy is a task that should command far greater attention than it has yet been given.

Arreola, Raoul A.; Heinrich, Darlene
A Model for Differential Norming of Faculty
Evaluations for Promotion and Tenure
Decisions.

ERIC: ED146227
ERIC: TM006629

Apr 77 56p.; Paper presented at the Annual Meeting
of the American Educational Research Association
(61st, New York, New York. April 4-8, 1977); appendix
may not reproduce well due to marginal legibility of original
document

Florida State University instituted a mandatory system to be used in making promotion and tenure decisions, in which teaching faculty were rated by their students. Under an agreement with Michigan State University, the Student Instructional Rating System (SIRS) was adapted for use on the Florida State Campus. Since the data were to be used to compare student ratings of faculty in diverse learning environments, a strategy for norming across relevant course characteristics was developed which involved the definition of nine course types. Six course size groupings, six course levels, and six faculty ranks were also included. Thus, instructors who taught large, undergraduate lecture courses and instructors who conducted small graduate-level seminars or laboratory courses were compared according to different norms. The generation of differential norms for comparing the ratings of diverse faculty resulted in more valid and equitable use of such data for promotion and tenure decisions. The results indicated that neither course type, class size, level of students, nor faculty rank had any major impact on student ratings of teachers. Full professors, however, were rated as slightly more competent in their professional areas than faculty of other ranks. The adapted SIRS forms are appended.

Ayers, Jerry B.
Implementation of a Longitudinal Model
for Teacher Evaluation
Education, 96, 3, 218-21 SPR 76

ERIC: EJ149305
ERIC: AA523769

The problem of the evaluation of graduates of teacher education programs has been a concern of institutions of higher education for a number of years. This paper reports the development

and implementation of a longitudinal model for the evaluation of graduates of a teacher education program.

Ballantine, Jeanne H.
Course Improvement by Systematically
Eliciting Student Relations
Teaching Sociology, 5, 2, 167-9 Jan 78

ERIC: EJ172634
ERIC: S0506036

Suggests benefits of a system in which feedback from students is utilized to improve sociology courses on the college level. Outlines student responsibilities in collecting information, soliciting feedback from fellow students, and in keeping the instructor informed about student attitudes.

Baril, G. L.; Skaggs, C. Thomas
Selecting Items for a College Course
Evaluation Form
College Student Journal, 10, 2, 183-187 Sum 76

ERIC: EJ142706
ERIC: CG510685

The study describes the implementation of three related suggestions for the development of items for the development of items for a course evaluation form. High degrees of consistency were evidenced in preferences of students, faculty, and individuals from different academic areas. Significant differences were obtained between student and faculty responses and the basic purposes.

Barnoski, Robert P.; Sockloff, Alan L.
A Validation Study of the Faculty and Course
Evaluation (FACE) Instrument
Educational and Psychological Measurement, 36, 2,
391-400 Sum 76

ERIC: EJ145589
ERIC: TM502400

Consistent with the distinction between students ratings (ratings assigned) and class ratings (ratings received), various properties of the FACE Instrument scales were investigated.

Barr, Ronald E.; Krueger, Thomas J.
Student Evaluation of Teacher Performance
in a Multisection Graphics Course
Journal of Industrial Teacher Education,
15, 3, 17-26 Spr 78

ERIC: EJ184474
ERIC: CE507735

Findings from a study to investigate various subjective factors associated with student evaluation of teaching in a technical laboratory course at Texas A&M University to some extent uphold the validity of teacher evaluation by students in a technical education environment. Correlation of rating criteria and teacher characteristics was notable.

Bartz, David; And Others
A MultiComponent Approach to Evaluation
for Teacher Improvement.
Kalamazoo Public Schools, Mich.
Feb. 78 151p.; Guide presented at the Annual Convention, National

ERIC: ED157888
ERIC: SP012947

Association of Secondary School Principals (62nd, Anaheim, Calif., February 10 to 15, 1978). Some portions of the document may be marginally legible.

The purpose of this document is to serve as a resource on materials used for evaluation of teacher performance. Developed by the Kalamazoo Public Schools, it is a method for examining teacher performance in the form of the Teacher Performance Profile (TPP). The two major purposes of the TPP are to serve as a comprehensive system that provides instructional staff with relevant feedback for the improvement of their performance and professional development, and to serve as a formal evaluation of teachers by their principals. The TPP consists of the following components: (1) student ratings; (2) principal evaluations; (3) peer ratings; (4) parent ratings (elementary level); (5) self-ratings (student, principal, and peer); and (6) student achievement data. The instruments used to collect data for the various components of the TPP are presented, as well as several articles pertaining to teacher accountability and a study showing the relationships between the various components of the TPP.

Beatty, Brondon; Marsh, Herbert W.
Students' Evaluations of Instructional
Effectiveness: Research and a Survey
Instrument.
May 74 45p.

ERIC: ED141413
ERIC: TM006393

A set of 65 evaluation questions was compiled from published instruments. A total of 200 undergraduate students rated both their best and worst teacher from the previous term. Each of the set of 65 items was rated twice for the best teacher and twice for the worst teacher, with order randomized. Factor analysis of ratings of the Best Teachers, the Worst Teachers, and the combined data resulted in similar factor structures. Seven evaluation factors were identified: Breadth of Coverage, Organization/Clarity. Interest/Dynamic, Difficulty, Learning/Value. Individual Contact and Interaction/Discussion. Reliability of individual items was determined by correlating student responses to the same item for the same instructor. Coefficients for the combined data varied between .61 and .97 with a median of .88. There were highly significant differences between mean ratings of Best Teachers and Worst Teachers on all items except those related to Difficulty. The clearest differentiation was for items from the Learning/Value and Interest/Dynamic factors. Students were also asked to select the items which were "most important" in describing the course or instructor. Items from the Interest/Dynamic and Learning/Value factors were selected most often. In general there was a strong correspondence between an item's ability to discriminate between Best and Worst Teachers and its selection as being most important. Based upon criteria discussed, a student evaluation instrument is recommended and its development is described. The rating scale is enclosed.

Bechtolt, Warren; Hawkins, Robert
Method Evaluates Student Evaluations
of College Courses
Journalism Educator, 32, 4, 41-5 Jan 78

ERIC: EJ173404
ERIC: CS712490

Shows why journalism students' evaluations of teacher effectiveness and fairness are reliable. Supports the continued use of student evaluations.

Benington, M.
Student Evaluation of Teaching in Management
and Business Studies. SCEDSIP Occasional
Paper 2.

ERIC: ED155954
ERIC: HE009520

Standing Conference on Educational Development Services in
Polytechnics, Newcastle upon Tyne (England).
77 34p.

The American system of assessing teacher competence by student rating is evaluated and found to be unsatisfactory for two reasons: a single scale cannot be used to compare teachers doing different tasks; and the scales may not measure 'good teaching' but some other more general social competence. An alternative to the American approach is suggested that contains the management by objectives technique used in industry. The procedure would consist of five stages: (1) the lecturer would work with his subject leader, or department head, to identify those changes in knowledge, intellectual and social skills, in attitudes and values they agreed were desirable and appropriate to the course; (2) they would establish criteria for evaluating successful achievement of the objectives, and agree on methods of measurement appropriate to the different objectives; (3) the various forms of assessment would be made; (4) the differences between objectives and achievement would be discussed between the lecturer and his head of department; and (5) the head of a teaching unit from elsewhere in the college would discuss with the lecturer techniques and principles that might help reduce the gap between objectives and performance.

Benton, Sidney E.; Scott, Owen
A Comparison of the Criterion Validity of
Student Response Inventories for Appraising
Instruction.

ERIC: ED128397
ERIC: TM005552

Apr 76 37p.; Paper presented at the Annual Meeting
of the National Council on Measurement in Education
(San Francisco, California, April 1976)

Two types of student response inventories for appraising instruction, the Student Instruction Report (SIR) and the Inventory of Student Perceptions of Instruction (ISPI) were administered to 554 students in 30 classes at two Georgia colleges.

Mean responses to items were used in principal components analyses with varimax rotation. The two instruments were then administered to 525 students in 31 English classes having a common final examination. Results of multiple regression analyses produced a significant multiple correlation with one instrument and self-reported cumulative grade point averages, with end-of-course grades in English as the criterion variable. Results of this study suggest that student appraisal of college instruction using SIR in conjunction with self-reported grade point averages are of some help in predicting end-of-course final examination scores. If the effectiveness of an instructor is measured in terms of end-of-course achievement of his class, then college administrators should proceed with caution in using student ratings to gauge instructor effectiveness. Moreover, results of this study lend some support to the use of instruments developed empirically over those developed rationally.

Bers, Trudy
An Analysis of the Student Evaluation
Form at Oakton Community College.
Jun 77 28p.

ERIC: ED140877
ERIC: JC770321

This paper reports the results of an evaluative statistical analysis of the instrument employed for student evaluation of faculty at Oakton Community College (Illinois). The analysis was performed because the locally devised instrument had never been subjected to systematic study of reliability or validity, and because a review of pertinent literature indicated a lack of consensus on what types of variables affect students' evaluations of faculty. Results suggested that the instrument failed to discriminate clearly between positive and negative aspects of course organization, faculty performance, classroom ambience, and other evaluation variables; that the positive wording used in constructing the instrument was such that faculty data might result from inculcation of a response set; and that equal weighting was given to each item on the evaluation form, even though each item was not necessarily applicable to each instructor or class. It was recommended that Oakton define and clarify the purposes of faculty evaluation, review existing instruments in use at other institutions, select or design an instrument analysis, a bibliography, and the evaluation instrument are included.

Black, Paul J.; And Others
The Evaluation of University Courses--
Three Case Studies
Assessment in Higher Education, 2, 1, 46-63 76

ERIC: EJ166233
ERIC: HE509180

Three courses were studied using several methods: observation of selected sequences of lecture and tutorial classes, videotape recordings, discussions with groups of students, and student questionnaires. Each course raised its own problems, some of which were uniquely related to the interaction within that course of aims, context, and delivery.

Blank, Rolf
Faculty Support for Evaluation of Teaching:
A Test of Two Hypotheses
Journal of Higher Education, 49, 2,
163,76 Mar/Apr 78

ERIC: EJ178031
ERIC: HE509976

Faculty members' support for teaching performance as a means of faculty evaluation is analyzed. Change in faculty attitudes toward the importance of teaching is demonstrated with time-series data from a national sample of college and university faculty members. Two Alternative explanations of faculty support for evaluation are tested.

Bligh, Donald
The Reliability Yet Invalidity of Students'
Judgments of Teaching
Assessment in Higher Education, 3, 2,
139-58 Mar 78

ERIC: EJ177932
ERIC: HE509877

Since judgments of teaching and teachers should be distinguished, six arguments for using the students' opinions are reviewed and three counter-arguments are presented. It is shown that many previous validity studies are based upon a logical error and that none justifies the validity of students' opinions of teaching. Subjectivity may be the cause of invalidity.

Blount, H. Parker; And Others
The Effects of Different Instructions
on Student Ratings of University Courses
and Teachers
Journal of Educational Research, 71, 3, 149-52 Jan/Feb 78

ERIC: EJ180318
ERIC: SP506856

In this study of teacher/course evaluations by college students, the authors found that different stated purposes for the evaluation (student use, instructor use, or administrator use) had no differing effects on student ratings. Graduate teaching assistants received higher ratings than did either assistants or full professors.

Bohnert, David; And Others
Individualizing Teacher Evaluation
Contemporary Education, 49, 2, 96-101 W78

ERIC: EJ182406
ERIC: SP507034

Three models of supervisory programs are presented with the suggestion that a teacher be allowed to select the one he or she prefers to follow. The goal of this method is to lessen teacher hostility toward supervision by determining the means by which personal evaluation will be conducted.

Borich, Gary D. ERIC: EJ168208
Sources of Invalidity in Measuring ERIC: IR504806
Classroom Behavior
Instructional Science, 6, 3, 283-318 Jul 77
Reviews behavior correlates of effective teachings.

Bos, Ronald R.; Zakrajsek, Dorothy B. ERIC: ED151307
A Comparison of Student Assessment of Act- ERIC: SP012248
ivity Instruction Among Three Faculty Groups.
78 17p.; Paper presented at the Mid-American
College and University Physical Education Conference
(Chicago, Illinois, January 19-21, 1978)

This study compares student assessment of teaching performance and course effectiveness among three groups of instructors in a university basic instruction physical education program: The main campus faculty, the regional campus faculty, and main campus graduate assistants. The students rated faculty on (1) knowledge, clarity, and enthusiasm; (2) organization and preparation; (3) Instructor-Student interaction and rapport; and (4) general evaluation of performance. The results indicated: (1) students perceived the main campus faculty to be more effective than graduate assistants in knowledge, clarity, and enthusiasm; (2) students perceived both main and regional campus faculty to be better organized and prepared than graduate assistants; and (3) students perceived no significant difference among the faculty groups on instructor-student interaction and rapport. The results show little difference in teaching effectiveness of activity instruction between main campus and regional campus or between regional campus faculty and graduate assistants in overall instructional effectiveness. Course effectiveness was viewed across the experimental instruction groups as not different.

Brandenburg, Dale C.; And Others ERIC: EJ170150
Student Ratings of Instruction: ERIC: HE509404
Validity and Normative Interpretations
Research in Higher Education, 7, 1, 67-78 77

Using 3,355 class section means, the relationship between six predictor variables and student ratings of instruction was investigated. All linear interactions were found to be negligible although two predictor variables, expected grade and required-elective, provided large contributions to the prediction of the criterion measure.

Brody, Judith A. ERIC: EJ162215
A Good Teacher Is Harder to Define ERIC: EA508724
Than Find
American School Board Journal, 164, 7,
25-28 Jul 77

In most cases excellent teachers are made. School boards

have to establish a climate that offers job satisfaction, that reduces some of the tensions and frustrations inherent in the job, and that recognizes teachers as people who want to learn to do their job better.

Brown, David Lile
Faculty Ratings and Student Grades:
A University-Wide Multiple Regression
Analysis
Journal of Educational Psychology, 68, 5,
573-8 Oct 76

ERIC: EJ150849
ERIC: TM502511

Grades which professors gave their students were related with ratings those students gave their professors. Students' grades were found to influence their ratings of faculty, accounting for approximately 9 percent of the total variance.

Brown, David Lile
Faculty Ratings and Student Grades:
A Large-Scale Multivariate Analysis by
Course Sections.
Dec 74 127.; Ph.D. Dissertation, University of
Connecticut

ERIC: ED134599
ERIC: TM005995

The purpose of this dissertation is to provide evidence bearing on the question of the influence of the grades students receive on their ratings of the college teachers who gave them those grades. Specifically, certain characteristics of the grade distribution within each course section are evaluated as predictors of the students' ratings of the evaluated as predictors of the students' ratings of the teacher of that course section. Multivariate techniques were employed to evaluate data across an entire university. Over 30,000 anonymous student ratings of 2,360 course sections were collected after students had received final course grades, and without student or administrator knowledge that the ratings would be used in the study. Factor analysis was used to reduce the eight-item rating instrument to a single criterion variable. Subsequently, stepwise multiple regression analysis was used, both to reduce an initial battery of predictors to an optimally reduced subset, and to test the incremental importance of certain grading variables as predictors of the criterion. The primary implication of the study is that there is a relationship between grades and ratings, but it only accounts for about nine percent of the variance in the ratings. There is a significant bias, but factors other than grades must also be influencing student ratings. Whether or not these other factors are valid measures of teaching effectiveness remains to be determined, but one seemingly invalid factor (the grading bias) has been identified.

Brown, Ric
The Relationships Between Student
Evaluation of Teaching, Student Achievement
and Student Perception of Teacher Effectiveness.
Jan 77 8p

ERIC: ED133314
ERIC: SP010701

This study examines both the relationship between teacher evaluation by students and student performance (where students were unaware of course grades), and the role of learner perception of effective teaching styles on those evaluations. Ninety-three graduate students served as subjects for this study. Near the end of the five-week course, the students were asked to respond to a survey designed to assess learner perception of the teaching process. The evaluation instrument was comprised of four components. The first factor represented attention to the method used in the course. A second factor indicated evaluation of the knowledge of the instructor. The third factor dealt with personal aspects of the instructor. The final factor displayed attention to course content. Results indicate a positive relationship between achievement and four evaluation components and offer evidence of the effect learner perceptions have on their evaluation of teaching. Implications for both teacher effectiveness research and research in teacher evaluations are discussed. A list of references for further research is attached.

Burton, Doris-Jean
The Influence of Student Characteristics
on Two Factors of Teaching Performance
Teaching Political Science, 4, 4, 459-74 Jul 77

ERIC: EJ163103
ERIC: S0505650

A study examined the influence of student characteristics on ratings of political science instructors over a four-year period. Student characteristics examined were: reason for taking the course, attitude toward the subject matter, class, grade point average, grade currently being earned in the course, and major.

Burton, Gene E.; And Others
Effects of Contract Grading on Student
Evaluations of Teachers
Educational Horizons, 55, 3, 128-33 Spr 77

ERIC: EJ161704
ERIC: AA526277

"The findings of this study show that the contract grading device...significantly lowering the student evaluations of the professor /and/ causing students to respond in a negative fashion to every item on the faculty evaluation instrument."

Butler, Joel R.; Tipton, Robert
Rating Stability Shown After Feedback
Improving College and University Teaching,
24, 2, 111-2,115 Spr 76

ERIC: EJ146749
ERIC: HE507929

A study at Virginia Commonwealth University showed that students were both consistent in evaluation of their teachers and sensitive to changes in teaching skill.

Carlson, Robert; Mable, Ted
Evaluating the Teacher-Adviser
NASSP Bulletin, 60, 401, 33-9 Sep 76

ERIC: EJ153050
ERIC: AA524686

Evaluation, if not carefully planned and implemented, can do more harm than good. Describes a successful system used to monitor one recent education innovation.

Centra, John A.
Two Studies on the Validity of the Student
Instructional Report.
Educational Testing Service, Princeton, N.J.
76 82p.
Report No.: ETS-SIR-4

ERIC: ED131102#
ERIC: TM005815

The validity of student ratings of instruction as assessed by the Student Instructional Report are reported in two studies. The first investigated correlations between ratings and achievement in 72 sections of seven courses in an attempt to answer the question: Do students learn more from teachers they rate as more effective? The second study explains the meaning of the ratings by investigating relationships with a number of student, teacher, and course characteristics.

Centra, John A.; Linn, Robert L
Student Points of View in Ratings of College
Instruction
Educational and Psychological Measurement, 36,
3, 693-703 Aut 76

ERIC: EJ150873
ERIC: TM502535

Student points of view in their ratings of courses and instructors were analyzed within three specific college courses and then generalized by analysis of a sample of responses from over 400 classes in five colleges. A factor analysis yielding three different student points of view is presented.

Centra, John A.
The influence of Different Directions
on Student Ratings of Instruction

ERIC: EJ156096
ERIC: TM502661

Journal of Educational Measurement, 13, 4 277-82 Win 76

Would student ratings of instruction be more lenient when students were informed that the results would be used for tenure, salary, or promotion purposes, than when told that the results would be used only by the instructor for improvement? In general, differences due to the different directions were not especially large nor consistent.

Catania, James C. ERIC: ED142251
Faculty Evaluation Within Collective ERIC: JC770382
Bargaining Constraints.
APr 77 34p.; Paper presented at the Annual
Meeting of the American Association of Community
and Junior Colleges (Denver, Colorado, April 17-20, 1977)

The author urges administrators to be prepared for collective bargaining by recognizing the importance of teacher evaluation to the process. Citing as a bargaining error the agreement to form a cooperative administrative-faculty committee to develop a system for evaluating faculty at Waukesha County Technical Institute (Wisconsin), he then presents the resultant successful outline of assumptions and the faculty evaluation system. The system provides mandatory evaluation by the teacher's immediate supervisor, by the teacher, and by students. Optional evaluation is suggested by a peer and a management member other than the immediate supervisor. System components include (1) an initial conference, (2) a teaching observation, (3) an assessment conference, and (4) an action plan. Criteria for evaluation are operationally stated as behavioral objectives for the instructor. A college document entitled "WCTI Faculty Evaluation System" is appended, which provides a rationale, criteria, procedures for each type of evaluation, and evaluation forms.

Centra, John A. ERIC: Ed157445
How Universities Evaluate Faculty ERIC: HE010275
Performance: A Survey of Department
Heads.
Graduate Record Examinations Board, Princeton, N.J.
Jul 77 26.; Not available in hard copy due to
marginal legibility of original
Report.: GREB-75-5bR

Department heads from 134 institutions (mainly universities) indicated the weight they generally give to various criteria for evaluating individual faculty members. The questionnaire they responded to included: criteria used for evaluating overall faculty performance: sources of information used for judging scholarship or research performance. Although teaching, research, and service are generally acknowledge as the major functions of most universities, responses by the 453 department heads indicated that public or

or university service is usually given little importance in evaluating faculty members for decisions regarding tenure, salary, and promotion. The research universities emphasize research and scholarship. The so-called doctoral-granting universities and the comprehensive universities and colleges said that teaching was ranked first in importance, followed closely by research. The results of the study also suggest an increase in the use of some of the more systematic and tangible kinds of evidence for evaluating teaching performance (e.g., student ratings), though the use of such evidence falls short of what department heads think is needed. In general, the evaluation of research and scholarship depends very much on the level of the institution and the type of department. For example, peer judgments of research and the number of articles in quality journals are much more important in social science departments in the research universities than in the same departments in the comprehensive universities and colleges.

Centra, John A.
The How and Why of Evaluating Teaching
New Directions for Higher Education, 17,
93-106 Spr 77

ERIC: EJ159076
ERIC: HE508740

Various means of evaluating teaching are discussed along with the pros and cons of using each method for improving teaching or making personnel decisions.

Centra, John A.
Student Ratings of Instruction and Their
Relationship to Student Learning
American Educational Research Journal, 14, 1,
17-24 Win 77

ERIC: EJ168849
ERIC: TM502833

Student ratings of instruction were correlated with examination performance in 72 sections of seven courses. In two of the courses, students had been randomly assigned to sections. The pattern of correlations across the courses indicated that the global ratings of teacher effectiveness and of the value of the course to students were most highly related to mean performance on final examinations.

Chan, Tak-Cheung
Determining Valid Criteria for
Teaching Evaluation.
Georgia Association of Middle School Principals'
Journal, v1 n1 Spr 1977
77 18p.

ERIC: ED156677
ERIC: TM007065

Teaching may seem too complex and too involved in various dimensions of affective and cognitive aspects of learning for a good teacher evaluation program to be devised. A hierarchy of criteria is proposed, based upon analysis of observable versus unobservable characteristics, measureable and non-measureable characteristics, and attributes and variables. Once reliability is established, then the conceptually more difficult task of determining validity can begin. The ultimate goal of validity can

only be based upon reliability. The research task of developing reliable methods of evaluating teachers and determining the validity of the criteria on which these methods rest lies before us.

Chermesh, Ran
Students' Rating of Their Faculty--
Primary Impression or a Dynamic
Process?

ERIC: EJ170612
ERIC: S0505925

Sociology of Education, 50, 4, 290-9 Oct 77

Describes a study which measured college students' consistency in evaluating teacher performance after one semester and at the end of the academic year. Findings indicate that the first impressions have a minor effect on final ratings, but that intensive student-instructor interaction in class increases the sensitivity of a student's evaluation and decreases reliance on irrelevant criteria.

Chishoim, Mary G.
Provocative Opinion: Student Evaluation:
The Red Herring of the Decade
Journal of Chemical Education, 54, 1, 22-23
Jan 77

ERIC: EJ154170
ERIC: SE518392

Discusses reasons why the use of student evaluations of their teachers has failed to achieve the intended purpose.

Clark, Mary Jo; Blackburn, Robert T.
Assessing Faculty Performance: A Test of
Method.

ERIC: ED159190
ERIC: TM007382

31 Mar 78 23p.; Paper presented at the Annual
Meeting of the American Educational Research Association
(62nd, Toronto, Ontario, Canada, March 27-31, 1978)

A methodology for evaluating faculty work performance was discussed, using data obtained from a typical liberal arts college faculty. Separate evaluations of teaching effectiveness and of overall contributions to the college for 45 full-time faculty (85% response rate) were collected from administrators, faculty colleagues, students, and from the professors themselves. The reliability and validity of quality ratings followed Cartter (1966). Independent questionnaire data on demographic variables, professional attitudes and opinions, personality measures, job satisfaction, and perceived stress in the work situation gave correlation coefficients whose sign was predicted from role theory. These measures added to construct validity. The procedure satisfied statistical tests for reliability and validity. Practical suggestions for use of this method are included.

Coker, Homer
Identifying and Measuring Teacher Competencies: The Carroll County Project
Journal of Teacher Education, 27, 1, 54-6 Spr 76
ERIC: EJ147329
ERIC: SP504922

The Carroll County Project proposes to develop a plan for identifying and measuring teacher competency areas and related teacher behaviors, and to assess the extent to which these teacher behaviors affect student outcomes, school goals, and objectives.

Costin, Frank
Do Student Ratings of College Teachers Predict Student Achievement?
Teaching of Psychology, 5, 2, 86-8 Apr 78
ERIC: EJ178570
ERIC: S0506274

A study tested the predictive validity of student ratings of college teachers in an introductory psychology course. Repeated over several years, the assessment employed a rating instrument developed by someone other than the course instructor. Moderate and consistent positive correlations were obtained between ratings of teacher skill and performance on the final examination.

Coufal, James E.; Hines, Edward R.
Faculty Evaluations: Standards or Double Standards?
Planning and Changing, 7, 1, 5-12 Spr 76
ERIC: EJ146545
ERIC: EA507681

If faculty do not advocate the adoption of a systematic, objective faculty evaluation system, they must stand accused of operating with a set of double standards.

Curry, Jerome
Students-- Generally Lack The Critical Ability Necessary For Faculty Evaluation
College Student Journal, 10, 4, 306-311 W76
ERIC: EJ149883
ERIC: CG511409

How valid are subjective student evaluations of college instructors? An examination of my own experience and the experiences and controlled studies of other professionals suggest that subjective student evaluations demand a critical ability generally lacking in most college students, but particularly first- and second-year students.

Coles, H. William, III
College Student Perceptions, 1976 Freshmen and Seniors. Expectations and Perceptions of Faculty.
State Univ. of New York, Buffalo. Student Testing and Research Office.
ERIC: ED152206
ERIC: HE009802

Dennis, Lawrence J.
Teacher Evaluation in Higher
Education
Liberal Education, 62, 3, 437-43 Oct76

ERIC: EJ148309
ERIC: HE508109

A skeptical analysis of the practical possibilities is presented. Methods considered include: student ratings, independent observer ratings, student outcomes, impressionistic data, and self-evaluation. The author is pessimistic about the effectiveness of any of these.

Derry, J. O.; Seibert, Warren F.
Student Evaluation--Cafeteria--Style
Educational Research and Methods, 9, 2, 35, 39
77

ERIC: EJ159466
ERIC: SE518980

Describes a computerized evaluation procedure in which faculty members select from an item bank those items on which they will be rated by their students.

Dieterich, Daniel J.
Student Evaluation of Instruction. An
ERIC/RCS Report
Teaching English in the Two-Year College, 2,
3, 159-62 Spr 76

ERIC: EJ142782
ERIC: CS702976

Reviews the literature in the ERIC system on student evaluation of teacher performance.

Dorwart, Robert A.
Student-Sponsored Course Evaluation:
A Working Model
Journal of medical Education, 52, 8, 679-80
Aug. 77

ERIC: EJ164668
ERIC: HE509125

Evaluations have been designed, carried out, analyzed, and reported independently by students at the Tulane University School of Medicine for over 25 years. The organizational model, methods, and procedures used are described.

Doyle, Kenneth O., Jr.; Wattawa, Scott
Programs for the Construction and Analysis
of Custom Questionnaires and Rating Scales
Educational and Psychological Measurement,
37, 1, 237-9 Spr 77

ERIC: EJ161366
ERIC: TM502744

Programs are described for the construction and analysis of student evaluation questionnaires and rating scales that are custom--designed for individual course instructors. Minor modifications would permit the use of these programs for other kinds of questionnaires and rating scales as well as for achievement tests.

Research Office.
Sept 77 34p.

A survey involving 1,639 freshmen and 244 seniors was conducted at the State University of New York at Buffalo (SUNY/B) in 1976 to determine freshmen expectation of faculty behavior and seniors' perception of their major and non-major faculty. Freshmen expected, for the most part, that the faculty they would have their first year would communicate their knowledge skillfully, challenge students, and be friendly, open-minded, and creative. Most faculty, however, were not expected to be interested in the students as individuals. Freshmen expected many faculty to treat students impersonally and not to encourage student participation in class. Seniors reported their perceptions of the attributes and behaviors of both the faculty in their major courses and those in their non-major courses. Nearly all of the major faculty were reported to have been fair, friendly, enthusiastic about the subject taught, and able to communicate their knowledge skillfully. Faculty teaching non-major courses were generally viewed by the seniors as being less knowledgeable and less supportive than their major faculty. A substantial portion of these non-major faculty were reported by seniors to have treated students impersonally.

Delaney, Edward L., Jr.
The Relationships of Student Ratings
of Instruction to Student. Instructor
and Course Characteristics.

ERIC: ED128365
ERIC: TM005487

Apr 76 21p.; Paper presented at the Annual Meeting
of the American Educational Research Association
(60th, San Francisco, California, April 19-23, 1976)

Although there have been numerous studies of the reliability, validity, and uses of student ratings of instruction, relatively few efforts have focused on the association of the combination of various student, instructor, and course characteristics in relation to such ratings. The purpose of this paper is to examine the relationship between student demographic and academic characteristics, including expected course grade; faculty characteristics such as rank, teaching load, and experience; and student ratings of these teachers. Using the Student Instructional Report (SIR), data were collected from undergraduates in 3600 liberal arts and professional education courses toward the end of each of four semesters in six colleges of a large urban university. The findings seem to suggest that a student's expected grade in a course does account for the largest amount of variance in student ratings when compared with the other variables. However, even when combined, these variables were found to account for comparatively little variability in student ratings.

Doyle, Kenneth O., Jr.
Development of the Student Opinion Survey
Educational and Psychological Measurement,
37, 2, 439-43 Sum 77

ERIC: EJ174667
ERIC: TM502937

The development of the Student Opinion Survey is described in terms of construction of the initial item pool, sampling of items, formation of general and specific scales, and evaluation of psychometric properties. Internal consistency reliabilities, scale intercorrelations, and specific variances are reported.

Drummond, Robert J.; McIntire, Walter G.
The Role of Cognitive Style in Student
Evaluation of Instruction
College Student Journal, 11, 3, 220-3 F77

ERIC: EJ169264
ERIC: CG513218

This study was designed to investigate whether student cognitive style, field dependence-independence, of the 85 rating students. It was found that on 14 of 28 course evaluation items student response differed by cognitive style.

Eagle, Norman
Studies in the Reliability and Validity of a
Community College Student Rating of
Instruction Questionnaire
Community/Junior College Research Quarterly, 1,
3, 303-314 Apr-Jun 77

ERIC: EJ160804
ERIC: JC501430

A 13-item Student Description of Instruction Questionnaire developed at Bronx Community College (New York) was subjected to a series of reliability, stability, and validity studies based on data collected over a period of four semesters. Indices suggested moderate to good reliability and stability, depending on department.

Eastridge, Harry E
Student Evaluation and Teacher Performance
NASPP Bulletin, 60, 401, 48-54 Sep 76

ERIC: EJ153053
ERIC: AA524689

Can evaluation of teachers by students be effective? The author, who reviewed much of the research on the subject, describes the findings, points out similarities and differences, and concludes that student evaluations may serve as a valuable adjunct to improving instruction.

Ebel, H. C.; Berg Howard
Student Evaluations in Physical Education:
Role of Course Type and Grade Expectation
Physical Educator, 33, 1, 13-17 Mar 76

ERIC: EJ145558
ERIC: SP504846

Data suggest that student evaluation of college and university physical education courses is strongly correlated with the nature of the course and with grade expectations.

Eckard, Pamela J.; McElhinney, Jame H
Teacher Evaluation and Educational Accountability
ERIC: EJ164127
ERIC: EA508776
Educational Leadership, 34, 8, 613-618 May 77

Argues the importance of improving teacher evaluation and educational accountability, and outlines a suggested model for effective teacher supervision and evaluation.

Ellis, Norman R.; Rickard, Henry C.
Evaluating the Teaching of Introductory
ERIC: EJ166718
ERIC: S0505768
Teaching of Psychology, 4, 3, 128-32 Oct 77

This research study provides data on both the reliability of evaluation instruments and the relationship between student course evaluations and achievement in an introductory college psychology course.

Elmore, Patricia B.; Pohlmann, John
Effect of Teacher, Student, and Class
ERIC: EJ187990
ERIC: TM503509
Characteristics on the Evaluation of
College Instructors
Journal of Educational Psychology, 70, 2, 187-92 Apr 78

Instructors answered questions indicating personal warmth, professorial rank, years of teaching experience, sex, and class size. Students completed the Instructional Improvement Questionnaire. The classes which receive high ratings were small in size, were taught by instructors who rated themselves as warm, and had students who expected high grades.

Endo, George T.; Dell-Piana, Gabriel
A Validation Study of Course Evaluation
ERIC: EJ146741
ERIC: HE507921
Ratings
Improving College and University Teaching, 24, 2,
84-6 Spr 76

Does course evaluation by students aid students in selecting the "best" instructors? This and related questions were experimentally tested by University of Utah faculty members.

Everett, Michael D.
Student Evaluation of Teaching and the
ERIC: EJ162851
ERIC: RC502486
Quality of Education
Southern Journal of Educational Research, 11, 2, 45-56 Spr 77

The article explores the possible relationship between student evaluation of teaching (SET) and level in the cognitive domain of college courses by searching the available published literature and utilizing rationalistic concepts of human behavior.

Everett, Michael D. ERIC: EJ164965
Student Evaluations of Teaching and the ERIC: S0505666
Cognitive Level of Economics Courses
Journal of Economic Education, 8, 2, 100-3 Spr 77

This article analyzes the potential conflict between student evaluations of teaching and higher-level cognitive outputs by re-examining data in existing studies and utilizing rationalistic models of human behavior. The author finds that students favor professors who emphasize lower level cognitive material.

Farmer, Charles H. ERIC: EJ148308
Colleague Evaluation: The Silence Is ERIC: HE508108
Deafening
Liberal Education, 62, 3, 432-6 Oct 76

An effective system of evaluation is advocated as a means to improvement of the teaching/learning process. Colleague evaluation and academic freedom need not be adversaries but may contribute to educational accountability.

Feldhusen, John F. ERIC: EJ146104
A Model of Instruction as the Base for ERIC: CG511063
Course and Instructor Evaluation
College Student Journal, 10, 3, 197-203 F 76

Course and instructor evaluations are being used with increasing regularity in a variety of courses and discipline. While this is encouraging for those interested in improving instruction, it has created confusion concerning interpretation and use of evaluation data.

Feldman, Kenneth A. ERIC: EJ159102
The Superior College Teacher from the ERIC: HE508768
Students' View
Research in Higher Education, 5, 3, 243-88 76

This analysis attempts a systematic synthesis of the rather large body of research on college students' views on teaching and their assessment of the effectiveness of various attitudes, behaviors, and pedagogical practices of instructors. Characteristics of superior teachers are identified and analyzed.

Feldman, Kenneth A. ERIC: EJ168140
Consistency and Variability Among College ERIC: HE509324
Students in Rating Their Teachers and
Courses: A Review and Analysis
Research in Higher Education, 6, 3, 223-74 77

Whether various correlates of within-class ratings are to be interpreted as biasing factors or as natural influences on social perception is analyzed in terms of whether students' ratings are objective descriptions or subjective, evaluative reactions. (An extensive bibliography is included.)

Fisher, K. M.; Minnis, D. L. ERIC: EJ176520
Evaluating Instructional Scholarship ERIC: SP506754
California Journal of Teacher Education,
4, 3, 94-105 Oct 77

This article describes a method for evaluating instructional scholarship, broadly defined as both the competence and expertise the instructor brings to bear on a subject and the ability to promote student learning of and interest in that subject.

Freedman, Richard D.; Stumpf, Stephen A. ERIC: EJ189644
Student Evaluations of Courses and Faculty ERIC: TM503644
Based on a Perceived Learning Criterion:
Scale Construction, Validation, and Comparison of Results
Applied Psychological Measurement, 2, 2, 189-202 Spr 78

Validation studies of the Course-Faculty Evaluation Instrument (CFI) were analyzed, using a multitrait-multimethod (MTMM) strategy. Using an analysis of variance framework to summarize MTMM matrices, the CFI demonstrated greater discriminant validity using more dimensions (traits) and had a lower error component than the Coursed Scales.

Friedlander, Jack ERIC: EJ180316
Student Perceptions on the Effectiveness ERIC: SP506854
of Midterm Feedback to Modify College
Instruction
Journal of Educational Research, 71, 3, 140-3 Jan/Fed 78

The author found that college students felt that a mid-quarter course evaluation caused some changes in their courses if the instructor conducted discussions of the evaluation results.

Froman, Robin D. ERIC: ED129907
The Influence of Format Change on the Halo ERIC: TM005750
Effect of Student Ratings
Connecticut Univ., Storrs. Bureau of Educational Research
and Service.
Apr 76 18p.; Paper presented at the Annual Meeting of the National
Council, April 19-23, 1976): For related document, see TM 005 744

To determine whether placement of items on a teacher rating scale affects the factor structure underlying the scale and to determine whether changing the item format alters the ratings given, a 12-item, high-inference student rating scale was developed containing two global items pertaining to overall teacher effectiveness and 10 evaluative items pertaining to more specific teacher characteristics. Four different formats were constructed and randomly distributed to 363 college students within 27 university classes. The results of a principal components analysis suggest that the factor structure underlying the rating instrument is stable and not affected by changes in the placement of items. The nonsignificant results from a multivariate analysis of variance (MANOVA) provide additional support for the stability of the ratings. The MANOVA results in particular suggest that student ratings do not increase or decrease as a result of changes in item placement. The results of both analyses detract from the view that the halo effect may be influenced by the positioning of items. There is thus little reason to believe that preliminary items may set the stage for responses on following items.

Fuqua, Robert; Andre, Thomas
Student Ratings of Typical and Actual
Instructors (CTQ).

ERIC: ED139828
ERIC: TM006321

Apr 77 12p.; Paper presented at the Annual Meeting
of the American Educational Research Association (61st. New York,
New York, April 4-8, 1977)

Relationships between students' ratings of typical instructors (RTI) and specific course instructors (RSI) were explored in this study. Correlations between RTI and RSI were generally significant but relatively low (.07 - .24). A stepwise regression procedure indicated that RTI could account for about eight percent of the variance in the overall rating given a specific instructor; individual RSI items accounted for about 60 percent. The data indicate that instructor ratings taken at the end of a course are relatively free of bias from generalized attitudes about instructors.

Gadzella, Bernadette M.
How College Students View a Professor's
Role
College Student Journal, 11, 1, 2-8 Spr 77

ERIC: EJ161904
ERIC: CG512562

Views of 3,670 students from six colleges and universities on most and least important traits of an ideal professor were on analyzed. All data were collected with the same instrument. Data revealed students selected similar MOST and LEAST important traits of a quality professor.

Gallagher, Michael C.
More Bias in Performance Evaluation?
Personnel, 55, 4, 35-40 Jul-Aug 78

ERIC: EJ186736
ERIC: EA510268

The results of this study indicate that a single performance evaluation should not be used for different purposes since the stated purpose of the evaluation can affect the actual performance rating.

Gammell, Linda
Student Ratings, Other Measures Help
Assess Teaching Impact.
Minnesota Univ., Minneapolis. Center
for Education Development May 77 7p.

ERIC: ED143276
ERIC: HE009182

Evaluations of faculty instructional ability have long been used to assist in promotion, tenure, and hiring decisions or to help improve individual teaching performance. Internal and external pressures for increased accountability, together with improvements in evaluation methods, have resulted in increased emphasis on evaluation of instruction. Among the information sources currently used are measures of student achievement, classroom observations, and ratings by colleagues, administrators, or students. Measures of student learning as direct indicators of a faculty member's teaching ability are not always reliable, but do give some important information. Classroom observation can take a number of forms, but there is disagreement about the meaning and use of each. Student evaluations of courses and instructors can address many dimensions of teaching: teaching skill, rapport, interaction, feedback, organization and planning of the course, amount and difficulty of work, perceived value of the course, and perceived achievement. However, aspects of instructor performance measured by student ratings may be quite separate from the factors that result in effective teaching. faculty self-ratings, peer ratings, and student ratings as measures of effectiveness generally agree in pattern; however, self-ratings and peer ratings tend to be higher than student ratings.

Gillmore, Gerald M.; And Others
The Generalizability of Student
Instructional Ratings: General Theory and
Application to the University of Washington Instructional
System.

ERIC: ED146192
ERIC: TM006562

Washington Univ., Seattle. Educational Assessment Center.
May 76 32p.

Generalizability theory is described and applied to data collection methods for student ratings of instruction. Three generalizability coefficients (generalizing over both students and items, generalizing over students only, and generalizing over items only) are defined, and the appropriateness of each for various purposes is discussed. Generalizability theory is applied to data derived from the University of Washington Instructional Assessment System. Results show that adequate dependability for evaluating teacher or course effectiveness is obtained when fifteen or more students rate a class on four or five items. A single item is reliable for diagnosing instructional problems with 15 or more student raters.

Gillmore, Gerald M.
How Large Is the Course Effect? A Note
on Romney's Course

ERIC: EJ172061
ERIC: HE509517

Effect vs. Teacher Effect on Students' Ratings of Teacher
Competence
Research in Higher Education, 7, 2, 187-9 77

Romney's 1977 findings indicate that within student ratings, the course that an instructor teaches is as important a determiner of resulting ratings as the instructor himself. Reanalysis of his data indicates that the course effect is actually quite small, a result consistent with earlier studies.

Gillmore, Gerald M.; And Others
The Generalizability of Student Ratings
of Instruction: Estimation of the Teacher
and Course Components
Journal of Educational MEASUREMENT, 15, 1, 1-13 Spr 78
ERIC: EJ189583
ERIC: TM503582

Generalizability theory is used here to separate the ratings of courses by students into various components. Results indicate reliable findings when generalizing over students and items (to rate teachers and courses), and over students, items and courses (to rate teachers).

Glasman, Naftaly S.; Gmelch, Walter
Purposes of Evaluation of University
Instructors: Definitions, Delineations,
and Dimensions.
Canadian Journal of Higher Education, 6, 2,
37-55 76
ERIC: EJ148401
ERIC: HE508201

Considerations for establishing purposes of evaluation are described in view of controversies that focus on justification and use of ratings of instructors as well as attempts to meet demands and ward off pressures for accountability. General models are proposed to serve as guidelines for further development and specification of purposes.

Glasman, Naftaly S.
A Proposed Structure for Evaluating
Personnel for Decision-Making
Studies in Educational Evaluation, 3, 1,
47-56 Spr 77
ERIC: EJ180462
ERIC: TM503134

A structure for the evaluation of all levels of educational personnel is presented. The six assumptions regarding the evaluation instrument which form the structure's rationale are listed. Two examples of its actual use are illustrated: Evaluation of post secondary teachers and counselors.

Gmelch, Walter H.; Glasman, Naftaly S. ERIC: EJ174761
The Effect of Purposes on Student ERIC: TM503031
Evaluation of College Instructors
Educational Research Quarterly, 2, 45-55 Sum 77

College students' ratings of their instructors used for the purpose of promotion were compared with those obtained for the purpose of teachers' self-improvement. The students also provided reasons for rating their instructors as they did. Results indicated that students do not rate their instructors differently for either type of questionnaire.

Goldschmid, Marcel L. ERIC: EJ145005
Teaching and Learning in Higher ERIC: HE507884
Education: Recent Trends
Higher Education, 5, 4, 437-56 Nov 76

In the last decade, the questioning of traditional teaching and learning methods and instructional systems and the search for more effective alternatives have gained momentum. Recent trends are grouped and discussed, including individualized instruction, multimedia instruction, peer teaching, student evaluations of teachers, teacher training workshops, and open universities.

Goldschmid, Marcel L. ERIC: EJ183636
The Evaluation and Improvement of ERIC: HE510154
Teaching in Higher Education
Higher Education, 7, 2, 221-45 May 78

Four procedures to evaluate teaching (by students, peers, video recordings, and direct measurements of student learning) and three uses of the evaluation results (improving teaching, personnel decisions, and course handbooks) are reviewed in the light of empirical evidence. Emphasis is on the timing and validity of student ratings and the instruments used.

Goodwin, Harold I., Ed. ERIC: ED149689
Faculty Evaluation: Part 1. Collective ERIC: HE009604
Bargaining Perspectives, Volume 3, Number 1.
West Virginia Univ., Morgantown. Dept. of Educational
Administration Jan. 78 5p.

Statements on faculty evaluation contained in higher education collective bargaining agreements may simply be a new ritual. It is difficult to read the agreement materials without concluding that they do not preclude a wide latitude of interpretation. Statements of standards against which to make uniform or equitable judgments do not exist. In part this may be related to a previous observation that, having demanded specific criteria against which to make evaluative judgments, unions reject the evaluation conclusions if they do not agree with them. Since judgments on salary, promotions, tenure, dismissal, and retrenchment are crucial to the faculty and to the quality of the institution, the present objective state of faculty evaluation is regarded as inadequate.

Goldsmid, Charles A.; And Others
Perceived Attributes of Superior Teachers
(PAST): An Inquiry into the Giving of Teacher
Awards
American Educational Research Journal, 14, 4, 423-40 F77
ERIC: EJ184142
ERIC: TM503307

To examine the conferring of distinguished teaching awards, 2,900 statements were gathered from students and faculty for award nominees in 35 categories. The attributes of superior teachers included teaching techniques such as command of subject matter, concern for students, and techniques for conveying competence and conscientiousness.

Goodwin, Harold I.
Faculty Evaluation: Part II. Collective
Bargaining Perspectives, Volume 3 Number 2.
West Virginia Univ., Morgantown. Dept. of
Educational Administration. Feb 78 5p.
ERIC: ED150915
ERIC: HE009655

These notes on faculty evaluation in the collective bargaining agreement cover: frequency and timing of evaluations, who is evaluated, sources of input, the pre-evaluation conference, self-evaluation, peer evaluation, and student evaluation. Several examples are given.

Gorecki, Yvonne
Faculty Peer Review
Nursing Outlook, 25, 7, 439-442 Jul77
ERIC: EJ163811
ERIC: CE506587

Describes a nursing program's four-step process in the development of, and the results of using, a peer review system by faculty members for evaluating their own teaching performance.

Grashsa, Tony
Principles and Models for Assessing
Faculty Performance.
Faculty Resource Center Monograph Series, Vol. 1. No. 2.
Cincinnati Univ., Ohio. Faculty Resource Center.
8 Nov 72 35p.
ERIC: ED14368#
ERIC: TM006045

An overview of current approaches and perspectives for assessing faculty performance is presented. The evaluation principles and models are applicable for assessment goals of providing classroom feedback to an instructor, developing promotion, tenure and reappointment procedures, and offering an interface between faculty assessment and career development processes. Three specific models are explained in detail: the General Classroom Activity Assessment Model, the Goal-Method Approach to Assessment, and the promotion, Tenure and Reappointment Model. The General Classroom Activity Assessment Model provides feedback on the efficacy of classroom procedures alone, while the Goal-Method Approach provides information regarding the adequacy of classroom goals, the methods themselves,

and the methods as means of achieving the goals. The Promotion, Tenure, Reappointment Model is stressed as an assessment procedure designed by each affected individual. Such assessment models must be considered flexible and modifiable to meet the unique needs of each individual and academic unit.

Greenwood, Gordon E.
Student Evaluation of College Teaching
Behaviors (SECTB)

ERIC: ED134868
ERIC: CG011037

Instrument: An Investigation of Factor Structure Stability.
73 14p.

The purpose of this study was to examine the factor structure stability of the Student Evaluation of College Teaching Behaviors (SECTB), a 60-item, low inference type of student rating instrument designed to assess college teaching behaviors. While the original factor structure was based on the responses of both faculty and students, including both undergraduate and graduate students across several subject matter fields, the current study focused on 1116 primarily male (74%) freshmen (66%) in one subject matter field (mathematics). Only one factor (currency of knowledge) held up without much change. The results tend to indicate that factor analyses should be obtained for the SECTB and similar low inference item type instruments for each instructional unit and subject matter area within a college.

Greenwood, Gordon E.; And Others
A Study of the Validity of Four Types
of Student Ratings of College Teaching Assessed
on a Criterion of Student Achievement Gains
Research in Higher Education, 5, 2, 171-8 76

ERIC: EJ159053
ERIC: HE508717

Data were collected on 799 students at the University of Florida, and relationships were analyzed using the Pearson product-moment correlation technique. Significant relationships were not found between student ratings and student achievement.

Grinnell, Richard M., Jr.; Kyte, Nancy S.
Measuring Faculty Competence: A Model
Journal of Education for Social Work, 12, 3,
44-50 F 76

ERIC: EJ148393
ERIC: HE508193

Results are presented of a nationwide study that examined the written criteria currently used by graduate schools of social work for the appointment, retention, and promotion of their faculties. A content analysis of the study is discussed, and a unique behavioral model for the evaluation of faculty competence is offered.

Grinnell, Richard M., Jr.; Kyte, Nancy S
Graduate Student and Faculty Perspectives
on Criteria Used in Evaluating Effective
Classroom Teaching
Journal of Education for Social Work, 14, 1, 60-5 W 78

ERIC: EJ178020
ERIC: HE509965

Results of an empirical research study clearly suggest that students can serve as reliable identifiers of appropriate evaluative criteria and can make significant contributions to the assessment of teaching effectiveness.

Guion, Robert; And Others
Student Evaluation of Teaching: A Report
of the Ad Hoc Committee to Study the Current
Uses of and Faculty Attitudes Toward Student
Evaluation of Teachers and Courses at Bowling Green
State University (BGSU).
Feb 77 41p.

ERIC: ED134130
ERIC: HE008628

Department chairpersons, college deans, and members of college-level personnel committees at Bowling Green State University (BGSU) were interviewed concerning their use of procedures by which college students measure or evaluate teaching, teachers, and classes. All regular teaching faculty at BGSU and associated administrators also were asked to complete a questionnaire concerning their attitudes toward and uses of student evaluation of teaching. The responses to the interviews and to the questionnaires that: (1) a wide variety of student ratings forms and departmental policies concerning their use no exists at BGSU; (2) faculty and administrator attitudes toward student ratings forms and procedures vary widely; (3) faculty prefer to use student ratings data for instructional improvement rather than as a basis for personnel decision-making; and (4) the mandatory use of university-wide or college-wide student ratings procedures is strongly opposed by a majority of the 420 faculty and staff who responded to the questionnaire.

Gupta, Venu G.
The Effects of Different Instructions on
Student Ratings of Faculty.

ERIC: ED134090
ERIC: HE008566

7 Sept 76 10p.; Paper presented to the annual convention of
the American Psychological Association (84th, Washington, D.C.,
September 3-7, 1976)

The influence of three sets of instructions on teacher/course evaluation by student raters was investigated. Students did not differ in their teacher/course evaluation ratings when the instructions specified the evaluation results would be use: (1) only by the instructor; (2) by the administration; or (3) by students for course selection purposes. Secondly, the effects of rank and class level were also examined. It was found that the evaluation of graduate courses. With respect to academic rank, graduate

teaching assistants received higher ratings than did either assistant or full professors.

Gurney, David W.
Judging Effective Teaching
Phi Delta Kappan, 58, 10, 774-775 Jun 77

ERIC: EJ160497
ERIC: EA508640

Compares the perception of three groups--professional educators, education majors, and non-education majors--on fourteen criteria of teacher effectiveness.

Haich, George D.
Frequent Student Opinion Polls: Guides to
Teaching Effectiveness and Innovation
Reading Improvement, 14, 4, 282-5 Win 77

ERIC: EJ142783
ERIC: CS712572

Describes a method for getting widely-based, specific student opinion about teaching methods and materials. Discusses the application of this method by teachers.

Handleman, Chester
The Relationship Between Objective Versus
Subjective Classroom Tests and Student Evaluations
of Their Instructors
College Student Journal, 11, 1, 24-35 Spr 77

ERIC: EJ161909
ERIC: CG512567

While the practice of students evaluating their instructors has become common in many institutions of higher learning, and properly so, care should be taken that instructors who use both objective and subjective and subjective formats in their classroom testing not be disadvantaged as a result of this.

Hansen, J. Merrell
The Evaluation of Teaching: No Guppies or
Goldfish in My Classroom
NASSP Bulletin, 62, 416, 11-5 Mar 78

ERIC: EJ173571
ERIC: EA509488

Teacher evaluation should be implemented as a meaningful way to continue improvement of instructional practice. Evaluation criteria must be carefully defined and measured to eliminate ambiguity.

Haslett, Betty J.
Student Knowledgeability, Student Sex,
Class Size, and Class Level: Their
Interactions and Influences on Student Ratings
of Instruction

ERIC: EJ148357
ERIC: HE508157

Research in Higher Education, 5, 1, 39-65 76

In general, the more knowledgeable the student in an area, the higher his ratings of courses and instructors in that area. Significant interactions among the four main effects were also found across the judgmental dimensions students utilized in evaluating instruction.

Haslett, Betty J.
The influence of Student Knowledgeability
on Student Rating of Instruction
Communication Education, 26, 1, 44-51

ERIC: EJ163962
ERIC: CS704176

Contents that the measure of a student's background knowledge and interest in an area of study significantly affect student ratings of instructors and courses.

Hawley, Robert C.
Faculty Evaluation--Some Common
Pitfalls
Independent School, 36, 4, 39-40 May 77

ERIC: EJ163600
ERIC: AA526555

Many independent schools are now devising or revising procedures for assessing the performance of their teaching staffs. How can they make sure that their evaluation programs will be fair to the teacher and useful to the school and the community? Discusses some common pitfalls in faculty evaluation programs.

Henrysson, Sten; And Others
Evaluation of University Teaching at the
Department Level
Improving College and University Teaching, 26,
1, 21-4 W 78

ERIC: EJ188912
ERIC: HE510409

A summary of the thesis "Evaluation of teaching--an analysis of problems together with some empirical studies at university level" offers a model for evaluation work, and describes three groups of empirical studies: Evaluation of course, surveys of previous knowledge, and factors influencing satisfaction and achievement.

Hills, Charles E.
Limitations of Student Evaluation
of College Instruction
Physical Educator, 33, 1, 10-12 Mar 76

ERIC: EJ145557
ERIC: SP504845

Limitations of student evaluations of college professors, such as variation according to favorableness of the learning situation, are identified.

Hocking, Joan M.
College Students' Evaluations of Faculty
are Directly Related to Course Interest And
Grade Expectation
College Student Journal, 10, 4, 312-316 W76

ERIC: EJ149884
ERIC: Cg511410

The purpose of this study was to determine how changes in students' grade expectations affect their evaluations of instructors and courses. Changes in students interest and expected grade in the course emerged as the most important determinants in changing the students' evaluations of the instructors and the courses.

Hoffmann, R. Gene
Variables Affecting University Student
Ratings of Instructor Behavior
American Educational Research Journal, 15, 2,
287-99 Spr 78

ERIC: EJ189563
ERIC: TM503562

The checklist of Instructional Characteristics (CLIC) was assessed by examining potential contaminating factors (class size, presentation format, students' initial interest, and personal impression of the instructor) and instructional outcomes (outcome interest, course performance, and self-reported learning). The relationships between the CLIC scales and the outcome criteria were consistent.

Hogan, Thomas P.
Student Evaluation of Courses in Terms
of Personal Development.

ERIC: ED135800
ERIC: TM005681

Apr 76 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

Most instruments for student evaluation of college instruction focus on the course and the instructor without considering the student's perception of the impact of the course on him or her. The Course Comments Questionnaire (CCQ) and the Personalized Course Analysis (PCA) were developed at the University of Wisconsin, Green Bay to overcome this difficulty. By measuring the students' personal goals and the effectiveness of the course in moving toward these goals another dimension is added to the assessment of both instructional and institutional effectiveness. The CCQ and PCA are also applicable to virtually any kind of higher education experience. This report describes the two instruments and presents supporting data including (1) the results of a factor analysis which shows self-development as a different dimension from those in the course-centered evaluation instruments; (2) the relationships between student goals; and (3) the integration of student self-development data with institutional assessment.

Houston, Samuel R.; Beatty, James
Student Policies of Teacher Effectiveness
Journal of Teaching and Learning, 2, 3, 23-33
Jan 77

ERIC: EJ155701
ERIC: RC502313

Using a modified form of Judgment Analysis (JAN) techniques, the identification of the minimum number of different evaluation policies of teacher effectiveness was made for students at the University of Northern Colorado.

Hoyt, Donald.; Reed, Jeffrey G.
Salary Increases and Teaching Effectiveness
Research in Higher Education, 7, 2, 167-85 77

ERIC: EJ172060
ERIC: HE509516

The relationship between salary increases and student ratings of teaching effectiveness was studied for a sample of 266 faculty members at Kansas State University. In general, there was a modest but significant correlation between ratings and percent salary increase, with correlations more pronounced in social science and humanities.

Hunter, Madeline
Teacher Competency: Problem, Theory, and
Practice
Theory Into Practice, 15, 2, 162-71 Apr 76

ERIC: EJ149074
ERIC: SP505074

Evaluation of effective teaching requires close analysis of productive and nonproductive teaching decisions and behaviors, methods used to solve problems, and the kind of planning that best achieves identified educational goals.

Irby, David M.; And Others
The Use of Student Ratings in Multiinstructor
Courses
Journal of Medical Education, 52, 8, 668-73 Aug 77

ERIC: EJ164665
ERIC: HE509122

Specific issues addressed included student ability to identify differences in faculty teaching effectiveness, the consistency of student ratings obtained immediately following each lecture with those obtained at the conclusion of the course, and the relationship between individual faculty ratings and overall ratings of a psychopathology course.

Irilli, Joseph P.; And Others
Students' Expectations: Ratings of Teacher
Performance as Biased by Teachers' Physical
Attractiveness.

ERIC: ED155216
ERIC: TM007345

Mar 78 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

A 21-item questionnaire was designed to determine the effects of teachers' sex, age and physical attractiveness on primary students' expectations of teacher performance. The questionnaire, administered

to 144 third grade students, included photographs of male and female teachers who varied in age and physical attractiveness. The students were asked to look at the photographs before rating the teachers' discipline, fairness, kindness, and instructional ability. Sample questionnaire items are appended. Age and sex were not found to bias the evaluation of teacher performance. However, physical attractiveness had a singular effect on the young, were rated as superior teachers to those who were unattractive. The students also felt that attractive teachers would be more fun, more interesting, more comfortable to be with and more willing to play games with them. The high rating of attractive teachers was the result of a single appearance variables. The implications of teacher attractiveness on student behavior and achievement are discussed.

Jacoby, Keith E. ERIC: EJ143181
Behavioral Prescriptions for Faculty Based on ERIC: HE507740
Student Evaluations of Teaching
American Journal of Pharmaceutical Education, 40, 1,
8-13 Feb 76

The paper briefly reviews the literature related to student evaluation of teaching (SET) and describes a study undertaken to determine if SET could be improved by suggesting specific behaviors to teachers during educational consultations.

Jauch, Lawrence R. ERIC: EJ148354
Relationships of Research and Teaching: ERIC: HE508154
Implications for Faculty Evaluation
Research in Higher Education, 5, 1, 1-13 76

Research involving 23 hard science disciplines at a midwestern university indicates that research and teaching are complementary but that time allocation tradeoffs are necessary between the two functions. Administratively, evaluations tend to influence the direction faculty choose to follow.

Jauch, Lawrence R.; Gentry, James W. ERIC: EJ159052
Perceptions of Faculty Evaluation in the Soft ERIC: HE508716
Sciences: A Case Study
Research in Higher Education, 5, 2, 159-70 76

Three areas (business, psychology, and sociology/anthropology) at Kansas State University were studied. Significant differences were found in the orientations and the criteria respondents) for performance evaluation. All agreed that teaching should be an important evaluative criterion.

Johnson, James F.; Trent, Curtis
An Analysis of Student Evaluation of Course
and Instructor as an Expression of the
Student's Values and Adult Education Attitudes.
Apr 77 25p.; Paper presented at the Adult Education Research
Conference (Minneapolis, Minnesota, April 20-23, 1977)

ERIC: ED139992

ERIC: CE011070

The study determined the influence of student's values and adult education attitudes on their evaluation of faculty. Eighty-four sections of an adult learning theory course taught by three different instructors, completed an evaluation form, a value survey, and an adult education attitude scale at the end of the course. Multiple regression and path analysis showed that (1) adult education attitudes and selected values accounted for 27% of the variance in student evaluation of faculty. (2) adult education attitudes were responsible for 8% of the variance in student evaluation of faculty, and (3) values were not significantly related to student evaluation of faculty. A path model suggested that values influenced student evaluation of faculty through attitudes. The findings suggested that values and attitudes play an important part in student evaluation of faculty and should be recognized when interpreting the results of such ratings.

Kane, Michael T.; And Others
Student Evaluation of Teaching: The
Generalizability of Class Means
Journal of Educational Measurement, 13, 3, 171-84 F 76

ERIC: EJ149099

ERIC: TM502475

This discussion illustrates the application of generalizability theory to a design commonly employed in the collection of evaluation data and provides a detailed analysis of the dependability of student evaluations of college teaching.

Kapur, J. N.
Student Assessment of Instruction
New Frontiers in Education, 6, 3, 67-78 Jul- Sept 76

ERIC: EJ144940

ERIC: HE507819

Student comments on the quality of education in India are presented, and efforts at improving teaching methods in other countries are reviewed. Sample evaluation forms are provided with recommendations for teachers and institutions included.

Kaschak, Ellyn
The Effect of the Sex of Student and
Professor on Student Evaluation of Professors'
Methods of Teaching.

ERIC: ED132185

ERIC: TM005914

Apr 76 19p.; Paper presented at the Annual Meeting of the Western Psychological Association (56th, Los Angeles, California, April 1976)

The problem investigated in this study was whether male and female students would evaluate professors' teaching methods differentially as a function of their own sex and/or the sex of the particular professor. The subjects, fifty male and fifty female seniors and first year graduate students in psychology at San Jose State University, were divided into two groups of 25 females each. The first group was administered the Methods of Teaching Form A, which described the instructional methods of six different professors and required the student to rate him or her on six different scales. Form B was administered to the second group. Both forms were identical except for the sex of the professor described, which was varied so that, while each group rated three males and three females, those professors that were given men's names on Form A were given women's names on Form B. The results of a series of three-way analyses of variance indicate that male professors were given significantly higher ratings than were female professors for identical teaching methods by male and female professors equally, except on those scales assessing power and willingness to take the course. The results suggest that students' evaluations of the teaching methods of their professors may be strongly influenced by their own sex, as well as by the sex of the professor involved.

Kaschak, Ellyn
Sex Bias in Student Evaluations
of College Professors
Psychology of Women Quarterly, 2, 3, 235-42 Spr 78

ERIC: EJ177260
ERIC: CG513936

Students (50 female and 50 male) evaluated teaching methods of three male and three female, and two relatively non-sex linked fields. Different ratings assigned as a function of the sex of student and professor and discussed.

Kau, James B.; Rubin, Paul H
Measurement Techniques, Grades and
Ratings of Instructors
Journal of Economic Education, 8, 1, 59-62 F76

ERIC: EJ152361
ERIC: S0505258

A discussion of effects of grades on teacher ratings. It is shown that when grades across courses are used, theory predicts a positive relationship, and this has been found. When grades within a course are used, theory gives no clear predictions and evidence is ambiguous.

Keith, Nathan R.
An Analysis of Student Perceptions
of Self-Instructional Modules at GSU,
1974 and 1975. Research and Evaluation Report 9-76.
Governors State Univ. , Park Forest South, Ill. 76 28p.

ERIC: ED154761
ERIC: HE010092

Self-instructional modules used as one of several learning delivery systems at the university were planned for extensive use as a integral part of the academic program. Students who have

completed the modules were asked to complete a specially prepared evaluation form. The results of the responses obtained are summarized, and the statistical information presented.

Knapper, Christopher K., Ed.; And Others
If Teaching is Important...The Evaluation
of Instruction in Higher Education.
77 240p.

ERIC: ED154766#
ERIC: HE010103

Examined is the critical issue of the quality of teaching and learning in postsecondary education. Written by nine experts in the evaluation of instruction, the book asks the questions: Should university teachers be evaluate?; If so, with what goals in mind and by what methods should they be judged?; What are the effects of teacher evaluation on teaching performance and on staffing and promotion? Contributors are Christopher K. Knapper, George L. Geis; Janet G. Donald; Bruce M. Shore, Gilles G. Nadeau, Arthur M. Sullivan, Bernard Trotter, Charles E. Pascal, and Paul A. Friesen.

Kotzan, Jeffrey A.; Entekin, Durward N.
Development and Implementation of a
Factor-Analyzed Faculty Evaluation

ERIC: EJ185064
ERIC: HE510242

Instrument for Undergraduate Pharmacy Instruction
American Journal of Pharmaceutical Education, 42, 2, 114-8 May 78

A pharmacy evaluation instrument was constructed to differentiate the population of pharmacy instructors on several student-rated characteristics. The methodology was designed to assess the stability of the factor structure over time. The relative "efficiency" of the pharmacy instrument was compared to a campus-wide faculty evaluation instrument.

Kovacs, Robert
Personality Correlates of Faculty and
Course Evaluations

ERIC: EJ164529
ERIC: HE508986

Research in Higher Education, 5, 4, 335-44 76

The interactions of classroom experiences and selected student and faculty personality variables in faculty and course evaluations were studied. A student's need to achieve was found to be significantly related to faculty evaluation, and evaluation of course content and structure was significantly related to student personality variables.

Kowalski, Joan P. Sullivan
Evaluating Teacher Performance. ERS Report
Educational Research Service, Arlington, Va.
78 234 p.

ERIC: ED159812#
ERIC: EA010922

Evaluating teaching performance in a consistent, objective, and meaningful way is of particular importance in meeting today's demands for accountability. This report summarizes current practices of evaluating teacher performance in 362 school systems throughout the nation. The survey indicated that 97.9 percent of respondents conduct

some type of formal teacher evaluation. School districts differ in many aspects of teacher evaluation including purposes of evaluation, frequency, participants, criteria, guidelines for the written report, rights of teachers regarding results, and uses of the results. Primary responsibility for formally evaluating individual classroom teachers in the school districts is undertaken by principals in 92.5 percent of the elementary schools, 86.7 percent of the junior high schools, and 81.9 percent of the senior high schools. Evaluation instruments submitted indicate that school districts seek evidence of the quality of classroom teaching performance and use some or all of the following characteristics as part of the criteria: classroom management and procedures, teacher/pupil relationships, staff relationships, and professional attributes. Also included in the report are a review of educational literature regarding teacher evaluation, examples of teacher evaluation including purposes of evaluation, frequency, participants, criteria, guidelines for the written report, rights of teachers regarding results, and uses of the results. Primary responsibility for formally evaluating individual classroom teachers in the school districts is undertaken by principal in 92.5 percent of the elementary schools, 86.7 percent of the junior high school, and 81.9 percent of the senior high schools. Evaluation instruments submitted indicate that school districts seek evidence of the quality of classroom teaching performance and use some or all of the following characteristics as part of the criteria: classroom management and procedures, teacher/pupil relationships, staff relationships, and professional attributes. Also included in the report are a review of educational literature regarding teacher evaluation, examples of teacher evaluation forms and procedures, uses of the evaluation results, and examples of materials that have been helpful to evaluators.

Krause, B. L.
Job Satisfaction and Perceived Teaching
Effectiveness Medical School Lecturers
Medical Education, 11, 2, 109-10 Mar 77

ERIC: EJ175955
ERIC: HE509814

Results of a survey of 10 preclinical lecturers in New Zealand are reported that show a high degree of correlation between job satisfaction ratings by the lecturers and the student evaluation of their teaching effectiveness.

Lapan, Stephen D.
Using Student Feedback to Improve Classroom
Teaching: The Teacher Credibility Questionnaire
as One Approach

ERIC: EJ174996
ERIC: AA527456

Illinois School Research and Development, 14, 1, 13-8 F 77

The Teacher Credibility Questionnaire (TCQ) was developed using available research, field testing, and statistical procedures to insure its trustability for use by teachers. It provides teachers with a basis for estimating how credible they are in the eyes of students. Provides excerpts from data used in the TCQ and discusses

five areas of credibility having the most importance regarding student perceptions of teachers.

Lavender, Abraham D.

Dissonance as a Factor in College Student

Evaluation of Faculty

College Student Journal, 11, 2, 122-127 Sum 77

This paper finds that, in general, college students give lower ratings to professors with whom they have normative dissonance. It suggests that dissonance should be given more consideration, raising the possibility of "matching" students and professors. This would also increase the objectivity of student evaluations.

Leventhal, Les; And Others

ERIC: EJ174715

Effects of Lecturer Quality and Student

ERIC: TM502984

Perception of Lecturer's Experience on Teacher

Ratings and Student Achievement

Journal of Educational Psychology, 69, 4, 360-74 Aug 77

Two hundred thirty-seven Canadian college students participated in a study of the correlation between teacher ratings and academic achievement. This relationship varied according to students' belief about lecturer experience. Lecturer quality had a much greater effect on the ratings than on student achievement.

Leventhal, Les; And Others

ERIC: ED150510

Bogus Evidence for the Validity of Student

ERIC: CG012177

Aug 77 24p.; Paper presented at the Annual

Convention of the American Psychological Association

(San Francisco, California, August 26-30, 1977)

Researchers often claim validity for student ratings after finding a positive ratings/achievement correlation. This allegedly shows that ratings identify teachers who promote learning. But if students are not randomly assigned to classes, or if the correlation is not computed across classmeans, the correlation may result instead from a student characteristic that: (1) varies across classes, (2) correlates with ratings, and (3) correlates with achievement. We asked undergraduates (N=405) in a multi-section course about importance of teaching ability or reputation to their section selection. We found importance of ability/reputation (1) varied across sections, (2) correlated with college GPA and course grade.

Lolli, Anthony, Jr.; Owen, Steven V

ERIC: ED128396

Student Ratings: What Is the Frame
of Reference?

ERIC: TM005550

Connecticut Univ., Storrs, Bureau of Educational Research.

Apr 76 24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 1976)

Two issues in the controversy over the use, interpretation, validity, and relevance of student ratings are explored here: the definition of preferred teacher behavior in terms of the rating instrument used, and the relationship between the student's expected grade, grade point average, and the ratings recorded. The objectives of the present research were threefold: (1) to develop a short rating scale and associated diagnostic checklist; (2) to examine the construct validity and reliability of the scale; and (3) to assess the relationships between selected student demographic data and ratings on the scale. After a pilot test, there appeared to be little advantage to using an observed/preferred behavior format, so that format was discontinued in further revision of the scale. A repeated measures analysis of variance indicated that discrepant groups, i.e., those whose actual grade, should be omitted from computations to increase the validity of student ratings. Further research was suggested to determine whether demographic variables interact with group discrepancy to influence evaluations of teacher behaviors.

Lueptow, Lloyd B.; And Others
The Validity of Student Evaluations of
Objective Test Items
Educational and Psychological Measurement, 36, 4, 939-44 Win 76

ERIC: EJ156062
ERIC: TM502627

After taking tests in introductory college courses, students were asked to rate the quality of the items. Correlations between student ratings and item-test point biserial correlations revealed little or no relationship except for a subset of students who had performed well when taking the tests.

Majer, Kenneth; Stayrook, Nicholas
The Question of Reliability of Course
and Evaluation Forms at Indiana University,
Bloomington. Office of Institutional Research. Dec 73 42p.;

ERIC: ED155196
ERIC: TM007091

The reliability of the two most widely used course evaluation instruments at Indiana University was examined. The instrument reported by Hilderbrand and Wilson, at the University of California at Davis, asked students to rate instructors on a seven-point scale, from excellent to poor. The 40-item Form B, developed by the School of Business, asked for ratings of both course and instructor on a seven-point agree/disagree scale. Separate studies investigated four types of reliability: (1) stability of scores when two items were randomly selected on each Form and repeated near the end (lie scale date); (2) internal consistency or homogeneity of the items within and between subscales; (3) consistency of student evaluations of each instructor evaluated; and (4) ability of the Forms to discriminate between good and poor teachers. Thirty-eight instructors were evaluated by 914 undergraduates, 16 instructors with both Forms. Students were not consistent in their responses and the instruments did not adequately separate on teacher from another. Despite the lack of reliability of the Forms, the need for improving the evaluation procedure is critical. Suggestions include isolating students who give reliable responses; using computer scorable instruments only to isolate the very good or very poor teachers; using open-ended handwritten responses; and finally, providing adequate administration time and stressing the importance of the evaluation. Forms A and B are appended.

Manatt, Richard P.; And Others
Evaluating Teacher Performance with
Improved Rating Scales
NASSP Bulletin, 60, 401, 21-4 Sep 76

ERIC: EJ153047
ERIC: AA524683

Presents a 30 item teacher evaluation instrument along with a discussion of its application.

Mannan, Golam; Traicoff, Ellen M.
Evaluation of an Ideal University Teacher
Improving College and University Teaching,
24, 2, 98-101 Spr 76

ERIC: EJ146745
ERIC: HE507925

This study is an attempt to replicate earlier investigations.

Manning, Patricia Cripe
A Validation Study of the Faculty
Evaluative Criteria at Florida
Technological University.
75 102p.; Ed. D. Dissertation, Nova University

ERIC: ED135828
ERIC: TM006053

The study was carried out to assess the extent of agreement as to the validity of the Faculty Evaluative Criteria used in the College of Education at Florida Technological University. The assessment was carried out among students, faculty, and administrators. The implementation of collective bargaining and declining state revenue for higher education highlighted the need for an objective and fair means of faculty evaluation. There were three groups of participants: sixty undergraduate and sixty graduate students, forty-six full time faculty members, and eight administrators. Ninety-two percent of the undergraduate and ninety percent of the graduate students returned usable data. Eighty-three percent of the faculty responded and all of the administrators returned usable data. Participants rated each item according to their own perception of the relative importance of each. The ratings variances, correlations, internal consistency of the scales, and standard errors of measurement. The data were treated with multivariate analysis of variance and plotted in the smallest space according to multidimensional scaling. Conclusions and recommendations are presented.

Marks, Merle B.
Effective Teacher Evaluation
NASSP Bulletin, 60, 401, 1-7 Sep 76

ERIC: EJ153044
ERIC: AA524680

It is now recognized that there are almost as many learning styles as there are learners. Today's teacher is faced with the difficult task of developing a multidimensional system to evaluate his teaching effectiveness.

Mark, Sandra Fay
Faculty Evaluation Systems: A Research
Study of Selected Community Colleges
in New York State.
State Univ. of New York. Faculty Council of Community Colleges.

ERIC: ED158809
ERIC: JC780467

Nov 77 152p.; Parts may be marginally legible

The objectives of this study were to examine the theoretical foundations and applied practices of faculty evaluation within selected community colleges in New York state. A review of the literature on evaluation systems in higher education provided history, background, and a theoretical framework for faculty evaluation procedures, clarified the problems and goals in evaluation, and considered previous research on evaluation effectiveness. Four community colleges were selected for an in-depth study of college and uniqueness of evaluation components. The results of extensive interviews and two written questionnaires, which were used to elicit information from presidents, academic deans or vice presidents, division and/or department chairpersons and faculty members, are summarized separately for each campus. Guidelines for faculty evaluation developed on the basis of the findings are presented in the following areas: faculty involvement, purposes of evaluation, flexibility comprehensive input, peer evaluations, problems with peer evaluators, student evaluations, self-evaluation, evaluating the evaluation process, followup and feedback, individualization, care in hiring practices, performance and outcome measures, class visitations, and institutional climate. A bibliography, survey forms and supporting documentation are included.

Marsh, Herbert W. ERIC: EJ184143
The Validity of Students' Evaluations: ERIC: TM503308
Classroom Evaluations of Instructors
Independently Nominated As Best and Worst Teachers by Graduating
Seniors
American Educational Research Journal, 14, 4, 441-7 F77

Nominations made by graduating senior for most and least outstanding instructors were compared with university-wide instructional evaluations adopted the following year. The findings offer support for the validity of students' evaluations because the distinction between instructors nominated most outstanding and least outstanding by graduating seniors was reflected in classroom evaluations.

Marsh, Herbert W.; And Others ERIC: ED155214
The Validity of Students' Evaluations of ERIC: TM007217
Instructional Effectiveness: A Comparison
of Faculty Self-Evaluations and Evaluations by Their Students.
May 78 30p.; Paper presented at the Annual Meeting of the Association
for Institutional Research (Houston, Texas, May, 1978)

Student evaluations of teacher effectiveness have been accepted by instructors as helpful indicators of performance, but their validity and use in tenure and promotion decisions has been questioned by faculty. Students and instructors in 207 social science courses completed evaluations of instructional effectiveness at the conclusion of the semester. Each of the 65 participating faculty members designated the course in which his or her teaching had been the most and the least effective. The instructors then evaluated their teaching in both courses. Instructor and student evaluations contained identical items, samples of which are appended. Faculty and students agreed upon six factors of teacher effectiveness: breadth of coverage, organization, group interaction, individual interaction, instructor

enthusiasm and learning/value. Factor analysis revealed that student and faculty agreement on evaluation factors was high. Student evaluation of the courses designated most effective by instructors was higher on all scores. The median evaluation was the same for both groups. The study indicated that self-evaluation is beneficial to faculty, and that student evaluation of teaching effectiveness is a valid process worthy of faculty confidence.

Marsh, Herber W.

ERIC: ED155217

Students' Evaluations of Instructional
Effectiveness: Relationship to Student,
Course and Instructor Characteristics.

ERIC: TM007346

Mar 78 45p.; Paper presented at the Annual
Meeting of the American Educational Research
Association (62nd, Totonto, Canada, March 27-31,
1978); Some parts of appendixes may be marginally
legible.

To determine the relationship between 16 background variables and students' evaluations of instruction, a questionnaire was completed in 511 undergraduate courses at the University of Southern California, Los Angeles. Student variables, including grade point average, class size, expected grade, and prior subject interest, rarely explained 10% of the variance in any student ratings and generally explained less than 5%. Different statistical techniques, however, suggested that 12% to 14% of the variance in the student ratings could be predicted by the set of background variables. The variables most important in predicting evaluations were prior subject interest, expected grade, workload/difficulty, and perhaps, percent taking course for interest only. Of these, prior subject interest was the most important and was better interpreted as a variable affecting quality of education. Background variables did have a small relationship to the evaluations, but results argue against bias interpretation. Workload/difficulty was correlated in the opposite direction as would be expected from a bias effect. No single variable was related to a majority of the evaluation scores. The scores most likely to be biased (overall rating and instructor enthusiasm) were not the scores most related to the background variables. A dample summary of the instructor's rating, and the questionnaire are appended.

Marsicano, Arthur J.
Student Evaluations of Teachers
Educational Research and Methods,
9, 2, 40-43 77

ERIC: EJ159468

ERIC: SE518982

Discusses the uses of student evaluations of teacher effectiveness, including validity and reliability procedures, and items for possible inclusion in the instrument.

Mazer, Gil E. ERIC: EJ165509
Evaluating the Evaluations: A Factor Analysis of Student Ratings ERIC: CG512811
Counselor Education and Supervision, 17, 1, 6-11 Sep 77

The present paper reports the results of a factor analysis of the rating scales used by graduate students enrolled in counselor education programs at Western Michigan University to evaluate perceived quality of instruction. Implications of the factor structure for counselor educators are discussed.

Mazucca, Steven A.; Feldhusen, John F. ERIC: EJ181198
Effective College Instruction: How Students See It ERIC: CG514500
College Student Journal Monograph pt2, 12, 1, 1-11 Spr 78

Purposes of this study were to identify major dimensions of college instruction as reported in research literature, and to validate this dimensional structure by means of open-ended survey. Results show strong support for the validity of Instructional Skill and Organization as dimensions of effective college instruction.

McCook, William M. ERIC: ED129903
A Multivariate Study of Variables Effecting Student Ratings of Teaching and Course Outcomes Within A Multiple Instructor Mode. ERIC: TM005746
Apr 76 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 19-13, 1976); Not available in hard copy due to marginal legibility of original document. Sponsoring Agency: National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

The study investigated the interrelationships of student ratings of student ratings of teaching, course outcome and self ratings within a multiple instructor course mode, and the appropriateness of these variables for predicting overall instructor and course evaluations. Student rating of teaching and course related items and student self ratings were gleaned from a twenty item questionnaire. One hundred fifty-nine students in two courses responded to the questionnaire at the end of the spring 1975 semester. Students rated themselves, the four instructors in each course, and the course itself. Regression analyses indicated a very strong halo effect of instructor ratings over course ratings; student self ratings appeared not to bear any relationship to course ratings; and it was found that many of the variables that are often implicitly and explicitly criticized by students as having an effect on their educational experience (e.g. the quality of exam questions, course level, utility of textbooks, reasonableness of assignments) did not predict their rating of that experience very well. On the other hand, nearly every item that was concerned with teacher behavior accounted for a significant amount of variation in the instructors' overall evaluation.

McIntosh, Naomi E.
Evaluation and Institutional Research:
The Problems Involved in Evaluating
One Course or Educational Program
International Journal of Institutional Management in
Higher Education, 2, 1, 5-19 May 78

ERIC: EJ183615
ERIC: HE510133

A generalized procedure for interrelating possible research activities and decisions over the life of a course is proposed. The main levels at which research can contribute to the evaluation are discussed, and data are presented in relation to one particular program: The Social Science foundation course at the Open University.

McKee, Barbara G.
The Relationship Between Students' Course-
Oriented Attitudes and Student Ratings
of Instruction: A Canonical Variate Analysis.

ERIC: ED156698
ERIC: TM007130

Mar 78 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); Some tables may be marginally legible.

An attitude rating scale and instructional assessment survey were administered in 62 classes at the State University of New York at Cortland to examine the relationship between student ratings of instruction and students' course-oriented attitudes. The Adjective Rating Scale (ARS) was designed to measure course and program-oriented attitudes, and the Instructional Development and Effectiveness Assessment (IDEA) Survey was designed to define teaching effectiveness through student ratings of course objectives and instructional behaviors. Sample items from both instruments are appended. Interest/affect, practical value, negative affect, and difficulty factors were extracted from preliminary analysis of the ARS. Faculty teaching style, faculty empathy towards students, student cognitive gain, examinations, student personal gain, course organization, and student workload were identified from preliminary factor analysis of the IDEA Survey. Canonical variate analysis was implemented to determine the common variance of the IDEA and ARS. Student course-oriented attitudes and student ratings of instruction were highly related, and overlapped in three dimensions: Difficult courses taught by instructors with little empathy, courses with high interest/affect taught by good instructors and courses with little practical value but high affect and student personal gain. Those researching student ratings of instruction are urged to integrate their work with materials concerning attitude structure, acquisition, and change.

Medley, Donald M.
An Approach to the Definition and
Measurement of Teacher Competency.

ERIC: ED144952
ERIC: TM006347

7 Apr 77 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

Certain classroom behaviors, indicants of teacher effectiveness, were identified by a group of classroom teachers. These behavioral indicators provided the basis for a performance test--in the form of an observation schedule--which can be used for certifying candidates as competent to teach school. Five standardized observation instruments were used in 60 classrooms in an attempt to objectively record teacher behavior and classroom interactions. These included the Coping Analysis Schedule for Educational Settings (CASES), the Spaulding Teacher Activity Rating Schedule (STARS), the Observation Schedule and Record, Form 5, Verbal (OSCAR 5V), the Florida Classroom Climate and Control System (FLACCS), and the Teacher Practices Observation instruments which related to the previously identified behavioral indicators were combined to yield an overall score for each area, thus forming the basic design of the new observation schedule. Test reliability and validity data are appended.

Meighan, Roland
A Pupils' Eye View of Teaching
Performance
Educational Review, 30, 2, 125-37 Jun 78

ERIC: EJ188173
ERIC: AA528828

From research into the reliability and validity of pupils' perceptions of teaching performance, the answers of pupils to sixteen questions are recorded. The questions and the pupils' comments sample the areas of preparation of lessons, presentation, attitudes to pupils and general class management. In the majority of cases the comments of pupils can be interpreted as helpful, sympathetic and constructive.

Melton, Reginald F.
Course Evaluation at the Open
University: A Case Study
British Journal of Educational Technology, 8, 2, 97-103 May 77

ERIC: EJ179453
ERIC: IR504889

A close look at the development of the Science Foundation Course as an example of course evaluation procedures.

Meyer, D. Eugene; Smith, Charles W.
A Nationwide Survey of Teacher Education
Faculty Evaluation Practices
College Student Journal Monograph (Part 2), 11, 1, 1-16 Spr 77

ERIC: EJ161919
ERIC: CG512577

All U.S. teacher education institutions were surveyed regarding whether they presently used a salary scale, collective bargaining, a merit plan to determine salary, tenure, promotion and/or retention. Respondents also indicated whether student evaluation, peer evaluation, or administrative evaluations were used in making these decisions.

Michigan Univ., Ann Arbor, Center for
Research on Learning and Teaching. ERIC: ED138205
ERIC: HE008870
Student Evaluation of Teaching, Criteria
for the Evaluation, Support, and Recognition of College
Teachers Number 2.
Jun 76 6p.; Special publication of the Fund Associates in
National Project III.
Sponsoring Agency: Fund for the Improvement of Postsecondary
Washington, D.C.

Teaching is an omnibus profession, but each teacher is a self-sufficient individual and many yardsticks are needed to measure competence in this role. The evaluation of a teacher should, in principle, be bound to what students learn and to the attitudes and values they hold over the long haul. In practice, however, we tend to separate teaching from learning. Each of the participating schools in the National Project III uses some form of teacher evaluation by students, and from these collective experiences it is possible to be explicit about the issues and problems generated by such arrangements. These matters range from broad policy questions to technical decisions pertaining to the evaluating instrument and the handling of data. The report is a brief summary of these issues and most of the examples are taken from Fund Associates schools. Sources for more detailed information are listed.

Michigan Univ., Ann Arbor. Center for
for Research on Learning and Teaching. ERIC: ED140767
ERIC: HE009091
Oct 76 9p.

Student performance is the ultimate measure of teaching. Tests and examinations, however do not usually tell the whole story of a teacher's effectiveness. Students learn more in college classrooms than most examinations reveal. Systematically measured student opinion is more informative than casual student report. With a formal rating form, a teacher can collect a great deal of independent information about a range of instructional outcomes. The included catalog of items for instructional outcomes. The included catalog of items for instructor-designed questionnaires helps teachers collect student reactions in three areas of instruction: (1) personal changes resulting from a course of instruction; (2) perceptions of an instructor's style, methods, and abilities; and (3) specific course elements such as written assignments, readings, laboratory work, textbooks, and exams and grading. Similarly, systems can be developed for interpreting and using the student reactions to improve teaching. A bibliography is included.

Miller, Thomas R. ERIC: EJ183612
Administration of Faculty Promotions-- ERIC: HE510139
State of the Art
Journal of the College and University Personnel Association,
29, 1, 1-9 Spr 78

A survey of 483 professors, three from each of 161 colleges and universities, shows that nearly 40 percent of the participants did not think that promotion policy was usually observed in practice. Many acknowledged a lack of professionalism in performance evaluations.

Mintzes, Joel J. ERIC: ED146195
Field Test and Validation of a Teaching Evaluation Instrument: The Student Opinion Survey of Teaching. A Report Submitted to the Senate Committee for Teaching and Learning, Faculty Senate, University of Windsor, Ontario. ERIC: TM006569
Windsor Univ. (Ontario). 77 97p.; Pages 85 through 119 of the original document are copyrighted and therefore not available. They are not included in the pagination

The reliability and validity of the Student Opinion Survey of Teaching (SOST) were assessed, and normative data were provided for judging its value in the evaluation of faculty teaching. Data were collected from 2,229 students enrolled in 93 classes taught by 53 instructors in 12 academic disciplines at the University of Windsor, Ontario. Internal consistency of the SOST was moderate to relatively high on three sections; however alpha coefficients for two sections were unacceptably low. Low but significant positive correlations were found between eleven of the SOST items and student achievement in an introductory psychology course. These findings provided evidence that the instrument possesses a certain degree of criterion-related validity. Five factors accounted for 55% of the variance in item responses; instructional skill, student teacher interaction, work load, instructor's organization of the course, and feedback. Results indicated that a student's major may affect his or her evaluations of courses and instructors, upper-level students tend to rate instructors more favorably than lower-level students, superior or above average students tend to give their instructors better ratings, and elective courses are rated more favorably than required courses. The author suggests that although the SOST is valid and reasonably stable, the instrument should not be adopted in its present form without revision and further testing.

Miron, Mordechai; Segal, Esther ERIC: EJ177935
"The Good University Teacher" as Perceived by ERIC: HE509880
Students
Higher Education, 7, 1, 27-34 Feb 78

A group of second-year Israeli students were asked to select the three most important characteristics of a good college teacher from a list of 15. The two most significant were the method of instruction and the teacher's ability to spark intellectual growth. Research talents, personality, and academic status were of little concern.

Mollet, David
Students' Evaluation of Teaching
Methods and Changes in Teaching
Methods
Assessment in Higher Education, 2, 2, 135-55 76

ERIC: EJ166231
ERIC: HE509178

Students in the philosophy of education (where changes in teaching methods had occurred) did not consider the lecture system as an efficient method of teaching and preferred seminars. Students in other fields considered the lecture method acceptable when concerned with the communication of a body of knowledge.

Moody, Raymond
Student Achievement and Student
Evaluations of Teaching in Spanish
Modern Language Journal, 60, 8, 454-463 Dec 76

ERIC: EJ151603
ERIC: FL509580

This paper reports the results of a study of student evaluations of first-semester college Spanish. The study sought to determine how accurately student evaluations of teaching performance reflect teaching success. Results show student evaluation reflect very little of teaching effectiveness as defined by student achievement.

Moomaw, W. Edward
Practices and Problems in Evaluating
Instruction
New Directions for Higher Education, 17, 77-91 Spr 77

ERIC: EJ159075
ERIC: HE508739

A survey and case studies of southern institutions show a great diversity in approaches to instructional evaluation and considerable unevenness in both the effectiveness of the systems in achieving their purposes and in the validity of some of the practices used.

Moore, Michael
The Evaluation of Instruction at the
Israel Institute of Technology
Educational and Psychological Measurement, 37, 4, 1039-41 W 77

ERIC: EJ180491
ERIC: TM503163

The validity of a Hebrew version of the Illinois Course Evaluation Questionnaire was investigated in eighty courses in science and engineering at the Israel Institute of Technology. Factor analysis revealed a reasonable correspondence between empirical structure and that afforded by logic and intuition.

Morstain, Barry R. ERIC: ED129894
Two Conceptualizations of Student-
Instructor Disparity: An Analysis
of Absolute and Relative Disparity Models in Relation to Course
Evaluation Ratings. ERIC: TM005714
Apr 76 27p.; Paper presented at the Annual Meeting of the American
Educational Research Association (60th, San Francisco, California,
April 19-23, 1976);

Differences between two models of student-instructor disparity regarding educational views and preferences in accounting for variance in course rating scores were investigated. Undergraduates in nine classes completed the Student Instructional Report (SIR) and the Student Orientations Survey; instructors completed a parallel inventory, the Faculty Orientations Survey. On each orientation scale, a student's score was compared with his instructor's score and two disparity scores were calculated: 1) an absolute disparity score (which assessed only the magnitude of disparity, and 2) a relative disparity score (which assessed both magnitude and direction of disparity). After accounting for class differences and student orientation scores in their own right, multiple regression analyses involving course rating scores yielded significant increases in explained variance for three SIR course rating scales when student-instructor relative disparity measures were included. The inclusion of absolute disparity measures in lieu of relative disparity yielded insignificant changes in explained variance. Moreover, on these three SIR scales, relative disparity measures generated larger increases in explained variance compared to the inclusion of student orientation scores per se.

Morstain, Barry R.; Gaff, Jerry G. ERIC: EJ166273
Student Views of Teaching Improvements ERIC: HE509221
Educational Record, 58, 3, 299-308 Sum 77

The kinds of instructional improvements deemed desirable by students are analyzed, and the student views are considered in the context of existing faculty development programs. The quality of faculty advising is examined as well as views of instructional approaches.

Morstain, Barry R. ERIC: EJ174717
Relationship of Student and Instructor ERIC: TM502987
Educational Orientations with Course
Ratings
Journal of Educational Psychology, 69, 4, 388-98 Aug 77

Three hundred fifty-nine undergraduates enrolled in 9 courses completed a course evaluation and a survey of educational preferences and orientations. The course instructors completed a similar attitudinal instrument. The faculty survey was more useful than the student survey in explaining differences in course evaluations. Disparity between these two surveys was discussed.

Naccarato, Richard W.; And Others
Student Ratings Halo Effect Reduction
by Alteration of Standard Instruction.
76-18. Educational Assessment Center.
Nov 76 21 p.

ERIC: ED132204
ERIC: TM005941

The purpose of this study was to determine if correlations among student ratings items designed to be diagnostic could be lowered through use of special instructions to raters. The authors argue that the lowering of inter-item correlations is indicative of a reduction of the halo effect which leads to greater item diagnosticity. The experimental group first ranked items in terms of importance, then rated the course with the diagnostic items, then rated the course with the general items. This order was reversed for the control group. The correlations among items were significantly lower for the experimental group.

Natriello, Gary; And Others
A Summary of the Recent Literature on the
Evaluation of Principals, Teachers, and
Students. Occasional Paper No. 18
Stanford Univ., Calif. Stanford Center for Research and
Development in Teaching.

ERIC: ED141407 95
ERIC: TM006370

Apr 77 69p

Sponsoring Agency: National Inst. of Education (DHEW), Washing-
ton, D. C.

Report No.: SCRDT-OP-18

Contract No.: NE-C-00-3-0062

Literature published between 1965 and 1975 on the evaluation of persons and their performance in schools is summarized in this review of the literature. Interrelationships among the evaluations of participants at several levels of the organization--the interlevel aspects of performance evaluation in schools are also examined. Each of the four sections of the review: Evaluation in Schools, Evaluation of Administrators, Evaluation of Teachers, and Evaluation of Students, are further subdivided into three categories of publications: those dealing with theoretical issues, those on policy and political issues, and those oriented toward implementation of practical issues. A 300-entry bibliography is included.

Nelson, Jonathan E.
An Approach to Improving Promotional
Decisions

ERIC: EJ187904
ERIC: SP507391

Journal of Physical Education and Recreation, 49, 6, 30-2 Jun 78

This model is intended as a guideline for facilitating more objective and valid faculty promotion decisions in physical education departments.

Nevill, Dorothy D.; And Others
A Comparison of Student Ratings of Teaching Assistants and Faculty Members
ERIC: EJ187932
ERIC: TM503451
American Educational Research Journal, 15, 1, 25-37 W 78

Effective teaching in an undergraduate mathematics course was measured by students' achievement ratings of instructors using four different instruments. The 799 students rated teaching assistants and full-time faculty in a similar fashion, both in terms of the level of ratings and the framework used in making judgments.

Newell, Kenneth B.
A Mathematical System for Student Evaluation of Faculty
ERIC: EJ146751
ERIC: HE507931
Improving College and University Teaching, 24, 2, 116-8 Spr 76

Evaluations from all students in a course on the last day of meeting are reported and analyzed by a professor of English at Virginia Commonwealth University. A mathematical formula for rating is shown.

NJEA Review, 51, 4, 36-9 Dec77
Teacher Evaluation Procedures
ERIC: EJ177000
ERIC: AA527829

NJEA continues to offer leadership in the area of professional evaluation by presenting guidelines for action to its affiliates. Also lists 33 specific guidelines for local teacher evaluation procedures.

Norman, Elizabeth M.; Haumann, Lovenia
A Model for Judging Teacher Effectiveness
ERIC: EJ180855
ERIC: CE507529
Nurse Educator, 3, 2, 29-35 Mar-Apr 78

The article develops a model for evaluating nursing teacher performance, recommends evaluation methods, and provides a rationale for their choice. Forms for objective-centered appraisal, goal description, and student appraisal of teacher performance are included along with an annotated bibliography on evaluation.

Novick, Shimshon
The Use of Formative Evaluation Procedures for Improvement of a Socially-Oriented Course in Chemistry
ERIC: EJ168877
ERIC: TM502861
Studies in Educational Evaluation, 2, 1, 1-7 Spr 76

Unstructured and structured evaluation modes were used to probe teacher perceptions of a socially-oriented chemistry course

for non-science majors. Students' assessments reinforced teacher perceptions! This procedure yielded information concerning course content, societal relevance, motivation, interest, laboratory and demonstration exercises, other classroom or individual exercises, and teaching problems.

Overall, Jesse U.; And Others
Class Size and Students' Ratings of
Instruction: A Clarification of
Relationship.

ERIC: ED138175
ERIC: HE008838

Apr 77 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

The relationship between class size and students' evaluations was examined in two experiments conducted at a public and a private university. Results indicated that the relationship between course enrollment and students' evaluations--with the exception of the quality of Group Interaction factor score--tended to be small, with both very small and very large classes being rated more highly than classes in between. The initial decline in students' evaluations, as course enrollment increased, was not considered the first experiment. In the second experiment, the magnitude of the relationship was sufficient for the Group Interaction factor to make enrollment important in interpreting the student ratings.

Overall, Jesse U.; Marsh, Herbert W.
The Relationship Between Students'
Evaluations of Faculty and Instructional
Improvement.

ERIC: ED138165
ERIC: HE008828

June 76 19p.; Paper presented at the International Conference on Improving University Teaching (3rd, Newcastle-upon-Tyne, England, June 8-11, 1976)

A random half of the instructors of an introductory course in computer programming were given feedback from students' evaluations of instructional effectiveness conducted at the middle of the term. The impact of the feedback was assessed against three criteria: (1) change in students' evaluations between mid-quarter and end-of-quarter; (2) students' results on a standardized final examination; and (3) affective consequences (application of the subject matter, and plans to pursue the subject further). The results show a positive effect of student evaluations according to each of the three criteria.

Owens, Richard E.; Clegg, Victoria L.
Faculty Reaction to the KSU Student
Evaluation of Instruction Program.
Research Report No. 44.

ERIC: ED160022
ERIC: HE010488

Kansas State Univ., Manhattan. Office of Educational Research.
Sept 77 26p.; For related documents see HE 010 487 and HE 010 485

Since the spring semester of 1969, Kansas State University faculty have used the Student Evaluations of Instruction and Courses program known today as IDEA--Instructional Development

and Effectiveness Assess. Voluntary participation in the system has grown from less than 80 classes in 1969-1970 to more than 1,600 classes per year in recent years; approximately 750 different faculty members participated over a recent three-semester period. The purpose of this study was to gain "consumer" reactions from faculty who have used the Office of Educational Improvement and Innovation to improve their instructional effectiveness. A structured interview was conducted with 93 randomly selected faculty members who had used the system during 1976. The descriptive statistics revealed that the sample included a good cross-section of the KSU faculty who used the system. Their responses are reported regarding overall reactions to the system, recommendations about frequency of evaluation, student conscientiousness, and using the results for instructional improvement. Statistics and commentary are included in this study on the interview method, the relationship between submission of results and salary or tenure decisions, evaluation procedures, and uses and effectiveness of the IDEA system. A descriptive letter to the faculty, interview guide, interview form, and survey form are appended.

Owen, Steven A.

The Validity of Student Ratings:

A Critique.

Connecticut Univ. Storrs. Bureau of Educational Research and Service.

Apr 76 20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 19-23, 1976); For related document, see TM 005 750

ERIC: ED129902

ERIC: TM005744

By considering such traditional features as validity and reliability, as well as utility, and political and ethical considerations, this paper attempts to establish that student ratings are not credible as sources of information about teacher effectiveness. Several of the most common problems in the related literature are outlined and include how ratings are related to grades awarded; the relationship between course content, or major areas, and student ratings; agreement between student raters and other raters; the relationship of student learning and teacher rating; the halo effect on teacher rating; the influence of course or class level and class size on instructor ratings; reliability of teacher rating; and the politics of evaluation. If sense is to be made of student rating instruments, the author suggests a three fold approach. First, he proposes a moratorium on student ratings as evaluative measures. Second, existing instruments need to be refined until they satisfy minimal criteria of objectivity, reliability, sensitivity, validity, and utility. Finally, he proposes that student ratings be studied in depth. Their use, for the time being, must be experimental and not evaluative. Suggested research directions are proposed.

Owen, Steven V.
Classroom Seating Patterns and
Student Ratings.

ERIC: ED157923
ERIC: TM007275

28 Mar 78 14p.; Paper presented at the Annual Meeting of the
National Council on Measurement in Education (Toronto,
Ontario, Canada, March 28, 1978); Appendix is marginally legible.

To determine whether instructor effectiveness depends, in part, on where students sit in the classroom, student ratings of teachers on a comprehensive university-wide teacher evaluation form were analyzed. The form, The University of Connecticut Survey of Courses and Teaching, consisted of 5 demographic variables, an 11-item rating scale, and a 70-item diagnostic check list. Seat numbers were aggregated into entire rows, from front to back, and into 6 chunks representing aisled partitions of the class, so that seating position could be related to the other demographic and rating variables on the survey. Univariate and multivariate analyses showed small but significant relationships between seating patterns and ratings. In a replication of the study with the same instructor the following semester, few of the original outcomes were found. In conclusion, seating patterns have a slight influence on perceived instructor effectiveness, but the influence is peculiar to individual classes and not generalizable across classes. The University of Connecticut Survey is appended.

Palmer, John; and Others
Leniency, Learning, and Evaluations.
Oct 75 26p.

ERIC: ED132913
ERIC: HE008467

With student evaluations of instructor effectiveness playing an increasingly important role in the determination of merit pay, promotion, and tenure, there is a growing interest in what these evaluations actually measure. Faculty members frequently voice doubts about using student evaluations, because it is not clear to what extent they measure the leniency of the instructors, the amount the instructors taught the students, or the performing ability of the instructors. Previous studies of the problem have not been satisfactory. This paper presents a sequential, three-equation model to determine the effects of learning and leniency on evaluations. The variables include: previous knowledge of the concepts of the course; amount of previous course study; amount of related course study; previous academic average; academic year of the student; time the class meets; size of the class; and sex of the student. The model was applied to students in 14 sections on the microeconomics portion of the "Principles of Economics" course at the University of Western Ontario. The results indicate that evaluations do not depend on leniency.

Parsons, Terry W.
Criteria and Procedures for Faculty
Merit Judgments in Health, Physical
Education and Recreation
Physical Educator, 34, 3, 130-4 Oct 77

ERIC: EJ172806
ERIC: SP506573

The author presents an evaluative instrument for identifying the professional productivity of health and physical education faculty at the university level.

Peck, Teresa Harris
The Prediction of Teacher Evaluation
Scores from Knowledge of Student
Variables. 7p.

ERIC: ED143701
ERIC: TM006477

An integrated model of student variables which predict scores on a reliable teaching evaluation form is presented. Subjects were 249 undergraduate commuter students at a small midwestern university who completed one of 10 different courses specifically selected to provide a representative sample of courses at this university. These courses provided a mixture of class structure, class content and instructor styles. Subjects completed the Student Attitudes toward Courses questionnaire during the second class session of the semester, and the Student Outcome Measure, designed to assess both performance and subjective outcomes, and the Course Instructor Survey during the last week of the semester. Stepwise multiple regression analysis was performed using all the student variables as predictors against mean teacher evaluation scores. Findings indicate that scores on student evaluation of instruction may be predicted by knowledge of students' management of time demands, their initial impressions of the degree of instructor respect, anticipated intellectual stimulation, and their satisfaction with the results of their performance in the course.

Persing, Bobbye
Final Report of Special Three-Year
Project on Student Evaluations of
Business Communication Course.
ABCA Bulletin, 41, 1, 20-1, Mar 78

ERIC: EJ173457
ERIC: CS712543

Rates instructional quality as average or above. Suggests decreases in lecture time and increases in small-group discussions, individualized instruction, student presentations, and the treatment of specific communication skills.

Pezzullo, Thomas R.; and Others
Student Evaluation of Instruction:
A Validity Analysis.

ERIC: ED127893
ERIC: HE008208

May 76 10p.; Paper presented at the annual meeting of the
Association for Institutional Research (Los Angeles, California,
May 1976)

The use of student ratings of college instructors has steadily increased, with an attendant increase in the use of these student

ratings in decision-making related to merit increases, promotion, tenure, and institutional severance. While a substantial body of research on student rating of instruction exists, the ambiguous or actually conflicting results of several of these studies has also led to concern by many professionals about the functional utility of student ratings. Using a sample of nearly 2,000 courses offered at the University, comparisons were made of: (1) correlations between Global Instructor Rating (GRI) and static course and student characteristics; and (2) predictor variables, order regressions of student and course characteristics on GRI. The study collected one of the largest and most comprehensive sets of data on the subject of student evaluations of teaching. On the basis of the analysis it appears that, at a minimum, only a rather small portion of the total variance in instructor ratings can be attributed to demographic characteristics over which they have little control.

Pfeffer, Alan; Taylor, Patricia
Teacher Evaluation: A Pluralist Approach
Teaching Political Science, 5, 3, 283-94
Apr 78

ERIC: EJ178508
ERIC: S0506212

Discusses problems related to evaluation of college faculty and describes popular evaluation methods. Advocates a pluralist method of evaluation which measures an instructor's success in achieving self-proclaimed goals which vary from teacher to teacher and from course to course.

Phelps, L. Allen
Basing Teacher Evaluation on
Diversity of Students.
NASPP Bulletin, 60, 401, 28-32 Sep 76

ERIC: EJ153049
ERIC: AA524685

Suggests a different perspective from which the evaluator can view the teacher-learner relationship--diversity of learner styles.

Powell, Robert W.
Grades, Learning, and Student
Evaluation of Instruction
Research in Higher Education, 7, 3, 193-205 77

ERIC: EJ172128
ERIC: HE509584

Results of two experiments at the University of South Florida indicate that as grading practices are made less demanding, students learn less. They also suggest the possibility that the use of student-faculty evaluations influence the grading practices of instructors.

Powell, Robert
Faculty Rating Scale Validity:
The Selling of a Myth.
College English, 39, 5, 616-29 Jan 78

ERIC: EJ173286
ERIC: CS707997

Concludes that past research does not support claims that student ratings of faculty have any substantial validity.

Pypcznski, Penny
Development of New Evaluation
Instruments for Faculty Promotion and
Retention in the Department of Media Communication
Science at Trenton State College. 3 July 76 26p.
A practicum presented to Nova University in partial fulfillment
of the requirements for the degree of Doctor of Education.

ERIC: ED134132
ERIC: HE008630

Although the ultimate purpose of faculty evaluation should be improvement of instruction, it appears that most evaluation systems criticize or reject rather than attain better teaching performance. The evaluation instrument in the Department of Media Communication Science at Trenton State College has been lacking in certain evaluative criteria in both peer and student assessment. This study surveyed other departments in the institution, faculty, and students for new guidelines to help assess instructor performance for the purpose of retention, promotion, and tenure. Recommendations included a written statement by department chairperson and faculty for peer evaluation rather than an actual rating form, as well as a new set of standards for student evaluation of instruction.

Quarles, Dan R.
Student Evaluation of Instructional
Performance: A Continuing Dilemma
Educational Planning, 3, 3, 86-102 Jan 77

ERIC: EJ162187
ERIC: EA508696

Reports on a research study designed to take into consideration some of the sources of invalidity in student evaluation of teachers and to evaluate classroom instruction at the college and university level.

Quinn, Melanie R.
Designing an Effective Faculty
Evaluation Program.
Journal of Business Education, 53, 8, 343-7 May 78

ERIC: EJ184491
ERIC: CE507752

Procedures for designing a faculty evaluation instrument are suggested, along with a description of the program developed at the School of Business Administration, American University, Washington, D.C. Their evaluation instrument indexed total performance, with classroom teaching effectiveness rated slightly more important than professional development and service activities.

Rabalais, Michael J.
The Relationship Between Number of
Graduate Semester Hours, Years of
Teaching Experience and Student Evaluation
of Overall Rating of Instructors for a Selected
Sample of Junior College Faculty.

ERIC: ED143398
ERIC: JC770422

Jul 77 8p.; Paper presented at the annual conference of the Southeast Region AERA Special Interest Group in Community College Research, New Orleans, July 19-20, 1977

This study questions the practice of establishing community college faculty salaries on the basis of graduate hours accrued, number of years of teaching experience, and student evaluation of teaching effectiveness. The level of graduate credit of 109 full-time faculty members of Hinds Junior College (Mississippi) in fall, 1976, was compared with student evaluations of teacher effectiveness. Teachers holding only the master's degree received the highest (4.47) rating on a one to five scale, while those holding a master's and graduate hours up to 24 were rated at 4.28, and those with more hours were also rated at 4.28. Years of teaching experience were also compared with student ratings, with teachers having four to seven years receiving a high rating of 4.42, followed by 4.33 for those with zero to three years experience and 4.26 for those with eight or more years. When ratings were subjected to an analysis of variance, however, no significant differences were found between or within faculty groupings, raising the question of the validity of using these criteria for establishing salary scale policies.

Rankin, Kelly
An Objective Approach to Student
Teacher Evaluation
Physical Educator, 35, 1, 43-6 Mar 78

ERIC: EJ182387
ERIC: SP507015

The Rankin Interaction Analysis System, a system of recording behavioral events as they occur between teacher and students is described. Its purpose is to provide a method for teachers and supervisors to evaluate verbal and nonverbal behavior of student teachers in physical education.

Redfern, George B.
Evaluating Teachers & Administrators:
Putting the Pieces Together.
School Management Inst., Westerville, Ohio. 78 116p.

ERIC: ED154527
ERIC: EA010642

This handbook of guidelines is intended to explain the sum and substance of the evaluation process and to guide a planning committee in designing an evaluation program. The evaluation process discussed is termed "evaluation by objectives". The guidelines for implementing evaluation by objectives have five steps: diagnosing current performance, setting objectives and action plans, achieving objectives and action plans, assessing results, and analyzing results and planning the next cycle. Chapters on getting started on the program and on defining the job to be evaluated are included.

Reed, Jeffery G.
The Effect of Extraneous Circumstances
on Student Evaluation of Teaching
Effectiveness. Research Report No. 40.
Kansas State University, Manhattan. Office of Educational Research.
Jun 77 20p.; For related documents see HE 010 488 and HE 010 485

ERIC: ED160021
ERIC: HE010487

Faculty interviews were used at Kansas State University to identify 24 environmental, student, and faculty variables that were believed to moderate student ratings of teacher effectiveness. The relationship of these variables to criteria derived from the Instructional Development and Effectiveness Assessment (IDEA) System of KSU was examined. Five "extraneous" variables were useful in explaining criterion variance. Factor analysis group the variables into six factors--respect for students, course experience and control, faculty emphasis on teaching, commitment to course, and teaching style. Questionnaires used in the study are appended.

Richardson, Michael D. ERIC: EJ188443
A Study of Class Level Course ERIC: CG514982
Evaluation Trends.
College Student Journal, 12, 2, 132-4 Sum 78

This study examined the relationship between class level and ratings by class of instructors, course and examinations. Three separate one-way ANOVA's were computed for the three variables by class level on 11,655 cases. Significant results were reported for each procedure.

Rich, H. Lyndall; Bush, Andrew J. ERIC: EJ186106
An Investigation of the Joint Influence ERIC: SP507139
of Faculty Control and Student Locus of
Reinforcement on Instructional Evaluation.
Journal of Educational Research, 71, 4, 194-7 Mar-Apr 78

College students with an internal locus of control favored faculty members with a low control teaching style, while a highly controlling teaching style appealed to students with an external locus of control.

Roderick, Stephen A.; Weed, Ellen Shantz ERIC: EJ155572
How Shall We Evaluate the Open Classroom? ERIC: PS505389
Elementary School Journal, 77, 2, 125-130
Nov 76

Describes an approach to evaluating open classrooms based on the premise that the evaluation instrument used should be sensitive to the educational goals of the teacher.

Romney, David ERIC: EJ164530
Course Effect vs. Teacher Effect on ERIC: HE508987
Student's Ratings of Teaching Competence.
Research in Higher Education, 5, 4, 345-50 76

The significance of the "course effect" as well as the "teacher effect" on the student rating of teaching competence was assessed using analysis of variance. The results clearly show that the ratings students assign to teachers is affected as much by the kind of course being taught as by the teacher himself.

Ronning, Royce R.; Walsh, Ursula R. ERIC: EJ170091
Effects of Student Anonymity- ERIC: HE509345
Nonanonymity on the Factor Structure
of a Teacher Rating Form.
Research in Higher Education, 6, 4, 363-71 77

Factor analysis of an instructor rating form administered to three successive student and teacher populations revealed a reasonably consistent factor structure across analyses. Substantial changes in proportions of common variance appeared when comparing anonymous and nonanonymous conditions.

Rothman, A.I.; Robinson, Sarah ERIC: EJ164560
Evaluation of a Training Course for ERIC: HE509017
University Teachers.
Canadian Journal of Higher Education, 7, 1, 19-35 77

A university's Teaching Methods Unit collected information from course participants at the end of the course and again four months later. Tabulations of questionnaire results indicated the extent to which and in what areas participants felt the course did have significant impact on their teaching behaviors.

Rotem, Arie; Glasman, Naftaly S. ERIC: EJ151638
Evaluation of University Instructors ERIC: HE508313
in the United States: The Context
Higher Education, 6, 1, 75-92 Feb 77

A conceptual scheme is provided for the evaluation of instruction and ways are suggested for analyzing evaluation in terms of (1) those components of the scheme that pertain to the instructor and his institutional context, and (2) those that pertain to the institution and its societal context.

Sanchez, Bonnie M. ERIC: EJ172287
Faculty Evaluation in the Community ERIC: JC501505
College
Community/Junior College Research Quarterly,
2, 1, 93-7 Oct-Dec 77

Presents abstracts of selected ERIC documents on community college faculty evaluation.

Sauter, Robert C.; Walker, James K. ERIC: EJ146800
A Theoretical Model for Faculty ERIC: HE507980
"Peer " Evaluation.
American Journal of Pharmaceutical Education,
40, 2, 165-6 May 76

The current state of research by the authors into the development of a peer evaluation instrument for faculty is reported. Appraisal areas include: clarity and appropriateness of course objectives; agreement between objectives and course content;

instructional material; mastery of content; communication skills; student encouragement; organization; time use; availability; and appropriateness of tests.

Scott, Craig S. ERIC: EJ184176
Student Ratings and Instructor-Defined ERIC: TM503341
Extenuating Circumstances.
Journal of Educational Psychology, 69, 6, 744-7 Dec 77

The validity of seven extenuating circumstances which college teachers provided as explanations for poor ratings by their students was investigated. Class size was the only circumstance producing a statistically significant difference in student rating of their instructors.

Seiler, Lauren H.; And Others ERIC: EJ172568
How Useful Are Published Evaluations ERIC: S0505970
Ratings to Student Selecting Courses
and Instructors?
Teaching of Psychology, 4, 4, 174-7 Dec 77

Investigates the stability of college student ratings of course, instructor, course characteristics, and instructor characteristics across time; compares ratings across time to ratings at a given time; and considers as a result of these analyses how useful ratings are to students in selecting courses.

Seldin, Peter ERIC: EJ154338
New Rating Game for Professors. ERIC: SP505303
Peabody Journal of Education, 53, 4, 254-9
Jul 76

Colleges are emphasizing more what professors do on campus rather than off campus; information gathering in evaluating teacher performance has become less haphazard, more structured, more concerned with student views; and institutions attach far less important to faculty research and publication.

Sherman, Thomas M. ERIC: EJ179607
The Effects of Student Formative ERIC: IR505436
Evaluation of Instruction on Teacher
Behavior.
Journal of Educational Technology Systems, 6, 3, 209-17 77-78

Reports an experiment to find out if formative student feedback is effective in improving teaching. Results indicated that this was true when the feedback contained specific enough information regarding instructor classroom behavior.

Shingles, Richard D. ERIC: EJ184145
Faculty Ratings: Procedures for ERIC: TM503310
Interpreting Student Evaluations.
American Educational Research Journal, 14, 4, 459-70 F 77

The author contends that student evaluations of faculty should be adjusted before use in tenure, salary, and promotion decisions to eliminate irrelevant course and teacher attributes which color students' opinions and confound analysis. To eliminate possible bias, a multiple regression analysis procedure for the adjustment of student evaluation is offered.

Shoemaker, John G.; Leshan, David J. ERIC: EJ171012
Helping Teachers Grow. ERIC: AA527205
Independent School, 37, 1, 23-6 Oct 77

In an effort to find what administrators feel about teacher evaluation, the author contacted the heads of 16 independent schools. He discusses their answers to his query and gives his views on what is essential for any successful evaluation strategy.

Siegel, Laurence ERIC: EJ179421
A Data-Based Scheme for Evaluating ERIC: HE510013
Faculty Performance.
Research in Higher Education, 8, 3, 255-71 78

An evaluation performance program specifically oriented toward such administrative actions as tenure, promotion, and salary adjustment is described. It uses task analysis to clarify the nature of the desired evaluative content and peer review as the primary evaluative mechanism. Its use in a psychology department is discussed.

Slawski, Carl ERIC: ED137244
Dilemmas in Evaluating the ERIC: SP010881
Learning Relationship.
23 Apr 76 14p.; Paper presented at the Annual Meeting, Midwest Sociological Society (St. Louis, Missouri, April 23, 1976)

This paper: (1) examines the problems of teacher evaluation by college students; (2) underlines the difficulties of indiscriminant acceptance of raw data without considering the factors of teaching style, learning modalities, and educational goals, and (3) urges that evaluative instruments be used primarily for diagnostic purposes, for the improvement of learning, of teaching, and of the learner-teacher relationship. Three problems areas in particular are discussed: (1) the dilemma of teaching style, involving questions of teacher vs. student motivated learning; (2) the dilemma of recommendations to individual teachers, stressing the need for constructive evaluation, conditional upon the instructor's views of what is appropriate, practical, and desirable to him in

respect to his instructional goals, and (3) the dilemma of designing valid evaluation instruments, instruments that take into account factors such as teaching modes, teacher expectations, learner performance, student workload both in and outside the class, and instrument internal consistency. Discussion of five factor analysis clusters determined by Hildebrand as characteristic of best/worst teachers illustrates further difficulties in evaluation procedures; the author offers remedial suggestions.

Slawski, Carl
Selecting Student Jurors for
Evaluating Teachers.
78 11p.; Best copy available

ERIC: ED157452
ERIC: HE010289

Since data from student evaluations of teachers are too often treated as though they were based upon superficial opinion surveys, this paper suggests a policy for evaluating teachers. The policy amounts in part to a method of jury selection, the jury being the student raters of a course. Several control variables with questionnaire items are listed that should be used in order to obtain more valid interpretations of student evaluations. The more sophisticated data so gathered can then be used by administrators, policy makers, and teachers for making course evaluations for teaching improvement as well as promotional decisions. The Learning Evaluation form is appended.

Smith, Bardwell L.; Nason, John W.
Evaluation and Improvement of Teaching
Improving College and University
Teaching, 25, 1, 53-4 Win 77

ERIC: EJ162603
ERIC: HE508947

The evaluation process as it affects teacher improvement was examined at Carleton College. Assumptions were made regarding the nature and use of student evaluation of teaching and from them a series of procedures was created for securing student evaluations in written form.

Smith, Janice P.; Brown, T.J.
Relationships Among Secondary Students'
Evaluations of Their Courses and Teachers
and Their General Attitude Toward School.
Apr 76 39p.; Paper presented at the Annual Meeting of the American
Educational Research Association (60th, San Francisco, California,
April 19-23, 1976)

ERIC: ED129867
ERIC: TM005665

To explore the potential relationships among general attitude toward school, evaluative ratings of courses and instructors, and selected respondent characteristics, an attitude inventory, and, for

each class, a course and instructor rating scale, with items which emphasized the nature of student-teacher interaction and level of course difficulty, were administered to 436 students in grades seven through twelve. Significant correlations suggest the need to adjust teacher rating results to account for student attitude, opinions about course difficulty and other dispositional variables. Further development of score-adjustment procedures and research to identify other relevant variables are also indicated. Information regarding the factor structures of the instrument is provided. The two instruments used in the study, Attitude Toward School and Course and Instructor Rating Scale, are included.

Smock, H. Richard; Brandenburg, Dale C. ERIC: EJ187009
Student Evaluation of Academic Programs. ERIC: HE510395
Journal of Higher Education, 49, 5, 489-503
Sep/Oct 78

A questionnaire was developed to obtain student perceptions of the quality of departmental academic programs to aid in an overall departmental program evaluation. Student majors in 48 academic departments were surveyed. Descriptions of questionnaire development, reporting procedures, statistical properties, and data on questionnaire utility are discussed.

Spivey, James R. ERIC: EJ153051
Evaluation by Objectives: A Model for ERIC: AA524687
Teacher Evaluation.
NASBP Bulletin, 60, 401, 40-4 Sep 76

This evaluation model is an attempt to provide a workable formula for a typical school setting. The key ingredient is a climate of professionalism and mutual trust.

Stafford, Linda; Graves, Carl C., Jr. ERIC: EJ188365
Some Problems in Evaluating Teacher ERIC: CE507938
Effectiveness.
Nursing Outlook, 26, 8, 494-7 Aug 78

Some of the problems in evaluating the teaching effectiveness of university nursing teachers are discussed. The importance of clinical nursing experience to successful teaching weighs most heavily with some educators but other attributes are also necessary to determine teaching quality and evaluation criteria.

Stone, Eugene F.; And Others ERIC: EJ168903
Effect of Anonymity on Student ERIC: TM502887
Evaluations of Faculty Performance.
Journal of Educational Psychology, 69, 3, 274-80
Jun 77

Student evaluations of faculty teaching performance at the undergraduate level were examined in an experiment which used anonymous and nonanonymous settings as one factor and the professor

being rated as a second factor. Both main effects were significant with marginal significance for the interaction.

Stone, Eugene F.; And Others
Effects of Anonymity and Retaliatory
Potential on Student Evaluations of
Faculty Performance.
Research in Higher Education, 6, 4, 313-25 77
ERIC: EJ170087
ERIC: HE509341

The independent and interactive effects of Anonymity (A) and Retaliatory Potential (RP) on students' ratings were examined at a large midwestern university. A hypothesized main effect was found for A: The professor was rated more positively by students completing signed ratings than those completing ratings anonymously.

Swofford, Ronald
Faculty Accountability, Workload, and
Evaluation: A Synthesis.
Community College Frontiers, 6, 3, 51-3 Spr 78
ERIC: EJ185197
ERIC: JC501646

Advocates easily understood and equitable methods of distributing faculty workload and including on evaluation profiles only those items that are related to the workload, to improve faculty performance and assure educational quality.

Thompson, Barbara L.
Secondary School Pupils' Attitudes
to School and Teachers.
Educational Research, 18, 1, 62-6 Nov 75
ERIC: EJ145775
ERIC: AA523474

Examines how pupils feel about school and teachers in an attempt to discover the appropriate directions of educational change.

Tracey, William R.
Teacher Evaluation--Another Perspective
Clearing House, 51, 5, 240-2 Jan 78
ERIC: EJ178715
ERIC: AA527903

Reviews some basic definitions, concepts, and principles of evaluation. Also discusses the sequence of steps that are necessary if evaluation of teachers is to be effective and the variables that affect the learning process, considered the major factor in evaluating teachers.

Trent, Curtis; Johnson, James F.
The Influence of Students' Values and
Educational Attitudes on Their Evaluation
of Faculty
Research in Higher Education, 7, 2, 117-25 77
ERIC: EJ172056
ERIC: HE509512

Results of a survey of 65 graduate students suggest that

students' values and attitudes play a major role in their evaluation of faculty and should be recognized by teachers when interpreting the data from such ratings.

Triton College, River Grove, Ill.
Professional Review Program for
Faculty. 78 22p.

ERIC: ED152387
ERIC: JC780216

The faculty review program at Triton College fulfills responsibilities to accrediting and/or approving agencies while helping to maintain teaching effectiveness and to promote instructional improvement. The professional review consists of a comprehensive assessment of the instructor's total job performance as indicated through student, peer, department chairperson/coordinator, administrator, and self-evaluations. Data generated by the evaluation process are used to provide the basis for individualized instructor professional development plans designed jointly by instructors, chairpersons, and deans after review and discussion of the assessment component results. Eligible faculty (all tenured faculty but those in their first year of tenure) are randomly drawn for evaluation in the first, second, and third years of the program, and are reviewed every three years thereafter. Evaluations include a self-assessment report, a student questionnaire, peer evaluation in a mutually determined format, and classroom observations by chairperson and administrator. The purpose and procedures for each type of evaluation and evaluation instruments or report forms for each are included in the document.

Umble, M. Michael; Whitten, Betty J.
The Significant Dimensions of Teaching
Behavior and their Relative Importance
for Instructor Evaluations.

ERIC: EJ180489
ERIC: TM503161

Educational and Psychological Measurement, 37,4, 1023-30 W 77

Dimensions of student attitude toward teacher behavior at the college level were investigated via factor analysis. Six factors were extracted and examined with a second sample and compared to dimensions discussed in the literature.

Vincent, Nicholas M.
Improving Faculty Effectiveness Through
Objective Ratings.
Improving College and University Teaching,
24, 2, 104-5, 107 Spr 76

ERIC: EJ146746
ERIC: HE507926

The proper use of objective ratings in faculty evaluation can be diagnostic, motivational, and remedial. Faculty effectiveness should improve if valid factors, properly weighted, are used periodically to evaluate teachers through objective ratings.

Ware, John E.; Williams, Reed G. ERIC: EJ174778
Discriminant Analysis of Student Ratings ERIC: TM503048
as a Means for Identifying Lecturers Who
Differ in Enthusiasm or Information-Giving
Educational and Psychological Measurement, 37, 3, 627-39 Aut 77

College students viewed taped lectures which were systematically varied by lecturers' enthusiasm and amount of information presented. They then rated the lectures with a standard faculty evaluation form. Discriminant analysis was performed in order to derive optimal scoring methods.

Weinrich, John E. ERIC: EJ153856
Appraising Faculty Performance for ERIC: HE508423
Merit Increases.
Improving College and University Teaching, 24, 4, 247-8 Aut 76

The topic of merit increase in salary and related interests are discussed by a professor of management studies. A merit rating activity analysis is proposed that includes (1) research publications, (2) research in progress, (3) teaching, (4) community service, and (5) university service.

White, James M.; Skaggs, C. Thomas ERIC: EJ188442
Student Input for Teaching Faculty ERIC: CG514981
Evaluation Instrument: A Factor
Analytic Study
College Student Journal, 12, 2, 127-31 Sum 78

It was concluded that the factor structure of the Student Input for Teaching faculty evaluation instrument was similar in nature to the factor structures of other widely used evaluation instruments and no unique factors were defined.

Whiteley, Susan E.; Doyle, Kenneth O. ERIC: EJ184209
Dimensions of Effective Teaching: ERIC: TM503374
Factors of Artifacts.
Educational and Psychological Measurement, 38, 1, 107-17 Spr 78

Stable factors of student ratings of teachers have been found under a variety of settings. The author suggests that these factors are artifacts of the raters' implicit categories of teaching behaviors and are not necessarily reflective of the behaviors themselves.

Whitely, Susan E.; Doyle, Kenneth O. ERIC: EJ163243
Implicit Theories in Student Ratings. ERIC: TM502791
American Educational Research Journal, 13, 4,
241-53 F 76

The study compared various methods of identifying teaching factors and found substantive similarity of the dimensions defined from student's implicit theories and various types of correlational data. Results are interpreted both with respect to the rating process and to the nature of the factors identified in previous student ratings research.

Whitfield, Truman ERIC: EJ159647
How Students Perceive Their Teachers ERIC: SP505531
Theory Into Practice, 15, 5, 347-51 Dec 76

Awareness of how their students perceive them and react to them can help teachers to be more effective and to achieve a good working relationship in the classroom.

Williams, Reed G.; Ware, John E., Jr. ERIC: EJ184144
An Extended Visit with Dr. Fox: Validity ERIC: TM503309
of Student Satisfaction with Instruction
Ratings after Repeated Exposures To A Lecturer.
American Educational Research Journal, 14, 4, 449-57 F 77

Students viewed lectures varying in amount of substantive content and expressiveness of presentation. Subsequent achievement tests and ratings of lecture effectiveness revealed that high achievement level was associated with high content coverage and expressiveness. Sensitivity of ratings to content coverage and achievement did not improve after a second lecture by the instructor.

Wills, J. Robert ERIC: ED144159
Student Evaluation of Co-Curricular ERIC: CS501857
Production Activity.
76 22p.; Report prepared at University of Kentucky

This paper summarizes four years of experience in student evaluation of the cocurricular production program of the Dept. of Theatre at the University of Kentucky. The data gathering had two goals: generating data that would be useful in the evaluation of theatre faculty during the annual merit-evaluation and generating data that would be helpful in evaluating the overall artistic effort of the department. The program is described as an example of one kind of evaluation process for theatre programs. The paper presents data from the evaluations, reports on changes made as the evaluation process matured, and elaborates on possible values in such evaluations. Copies of evaluation forms used to collect data are included as appendixes.

Wilson, Deborah; Doyle, Kenneth O., Jr. ERIC: EJ143109
Student Ratings of Instruction: Student ERIC: HE507530
and Instructor Sex Interactions.
Journal of Higher Education, 47, 4, 465-70 Jul/Aug 76

To examine factors that might bias student ratings of instruction, a study investigated sex bias by determining whether male or female students give higher ratings to the same male or female instructors. Data suggest that biasing sex interactions do not typically occur but may occur in particular situations.

Wilson, Pamela A.; Wilson, Terry C. ERIC: ED153009
What Factors Contribute to Better ERIC: CE015594
Instruction? Business Students vs.
Other Colleges. 78 19p.; Paper presented at the Annual Meeting
of the American Educational Research Association (Toronto, Canada,
March 31, 1978)

Student evaluations of instruction were factor analyzed to determine if students in the colleges of education, business, and engineering at Michigan State University varied in their perception of factors contributing to good instruction. The data base for the study consisted of evaluation forms that were processed during fall term, 1976, with a universe of 550 classes throughout the university. To produce stable results from factor analysis, approximately equal-size samples of 200 evaluations each were selected from the three colleges. Factor analyses were run on each individual college and on the combined sample containing all three colleges. In addition, separate analyses were run using the student, the class mean, and the student response removing the class mean as units of analysis. The results indicated that the variability in different factors differed considerably across colleges which may suggest that the evaluations require interpretations suitable to each college or that a unique form be developed for separate colleges. Additional research was supposed to obtain a large enough sample from each of the departments within the business school to recognize differences between departments and develop appropriate weighting schemes for each.

Wilson R. J. ERIC: EJ161147
Three Faces of Evaluation: Students, ERIC: S0505552
Teachers, Curriculum.
History and Social Science Teacher, 12, 4, 203-6 Sum 77

This paper discusses three general questions about evaluation as each relates to student, teacher, and curriculum evaluation. The three questions are: Is the purpose of the evaluation clear? Is the evaluation being performed at appropriate times? Are the data generated appropriate to the purposes?

Wolansky, William D.
A Multiple Approach to Faculty Evaluation.
Education, 97, 1, 81-96 F 76

ERIC: EJ152977
ERIC: AA524613

Attempts to define and enunciate the purpose of a process for the development of an acceptable faculty evaluation program.

Wood, Peter
Teacher Evaluation: Feedback to Improve
Teaching.

ERIC: ED139733
ERIC: SP010716

62p.; Paper presented to Ohio English teachers and graduate students at Bowling Green State University; Forms in appendix may be marginally legible due to print quality of the original document.

Student feedback in the form of traditional discussions, examinations, and student rating with numerical and open-ended questions, as well as television tapings and peer feedback, are examined to see their effectiveness on improving teacher performance. Self-directed evaluations are also considered, as well as the teachers' personal reactions to the various forms of evaluation. The appendix gives examples of questionnaires that students fill in, giving their opinions and evaluations of individual courses and teachers' performance, and also forms for teacher to use for self-evaluation after viewing videotapes of their classroom behavior.

Wood, Peter
The Description and Evaluation of a
College Department's Faculty Rating
System.

ERIC: ED142128
ERIC: HE009116

77 26p.; Paper presented at the annual meeting of the American Educational Research Association (New York, April 1977); Page 26 may be marginally legible due to print quality.

Faculty in a medium-sized (20 to 30 member) college department were rated as teachers by their students, departmental colleagues, and departmental chairperson. Departmental faculty were also rated as researchers by their departmental colleagues. Several ratings and ranking techniques were employed over a three-year period. Colleague ratings of research and professional service, and student ratings of teaching produced ratings of higher reliability and consistency than did colleague ratings of teaching. Colleague ratings of teaching were more strongly influenced by office location than were ratings of research and service.

Wood, Peter H. ERIC: ED155218
Student and Peer Ratings of College ERIC: TM007347
Teaching and Peer Ratings of Research
and Service: Four Years of Departmental
Evaluation. Mar 78 59p.; Paper presented at the Annual Meeting
of the American Educational Research Association (62nd, Toronto,
Ontario, Canada, March 27-31, 1978)

Faculty of the education department of a midwestern university were rated as teachers by both students and peers, and ranked by peers as to their effectiveness in service and research. Student ratings were gathered from three questions on The Student Description of Teaching form, which concerned assessment of the teacher, the is appended. Access to personal files was provided when colleagues ranked total course experience, and the students' accomplishment in the course. A sample form is appended. Access to personal files was provided when colleagues ranked departmental faculty members from first to seventh as teachers, researchers, and providers of service. Peer evaluations were also obtained from a Faculty Evaluation Committee which rated departmental faculty members on the basis of their vitae. Four years of rating/ranking indicated that: student ratings were quite reliable and quite stable from year to year, but usually unrelated to peer rankings of teacher. Peer evaluations of teaching, research, and service were similarly stable from year to year; but peer evaluations of research were significantly related to, and possibly biased by, inter-peer association. Peer evaluations of teaching were related both to peer-association and to office location or faculty visibility. Peer evaluation of service was strongly related to committee memberships but relatively unrelated to a faculty association measure.

Woods, William F. ERIC: EJ177493
Repairing a Teaching-Evaluation Program ERIC: CS708054
College Composition and Communication,
28, 4, 378-80 Dec 77

Describes a classroom visitation program of English teacher evaluation at Wichita State University.

Wright, H. Curtis ERIC: EJ148581
What Manner of Tests Are These? ERIC: IR504194
Journal of Education for Librarianship,
17, 1, 34-46 Sum 76

Discusses the theoretical basis of teacher evaluation.

Wright, Robert J.; Richardson, Leroy ERIC: EJ161354
The Effect of Responce Style on Cognitive ERIC: TM502732
Complexity and Course Evaluation.

Educational and Psychological Measurement, 37, 1, 177-83 Spr 77

This study investigated the relationship between response style in college course evaluation and cognitive complexity of respondent. A significant relationship was found between a measure of cognitive complexity and within subject variance on the course evaluation instrument.

Young, John A.; Smith, Courtland L.
An Inductive Approach to Student Course
Evaluation.

ERIC: EJ152679
ERIC: AA524062

Journal of Research and Development in Education 9, 4, 12-21 Sum 76

This paper describes an approach to student course evaluation which employs student-generated criteria and factor analysis. Emphasis is placed on how students perceive their experiences in the classroom and how these perceptions relate to their class statuses.

Zakrajsek, Dorothy B.; Bos, Ronald R.
Student Evaluations of Teaching Performance
Journal of Physical Education and Recreation,
49, 5, 64-5 May 78

ERIC: EJ187833
ERIC: SP507320

An instrument is presented for student rating of a physical education teacher's basic instructional program, covering (1) knowledge, clarity, and enthusiasm, (2) organization and presentation, (3) instructor-student interaction and rapport, and (4) general evaluation.